

Primary
Education
Smart+
Prathomsuksa

4

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

- Understand relationships and linkages in the functioning of various systems of the body and know how to take care of important parts of such systems.
- Understand the nature of changes in various respects—physical, mental, emotional, social, and sexual urge of men and women; when entering the age of puberty and adolescence, able to appropriately adjust and manage themselves.
- Understand and appreciate value of having a warm and happy life and family.
- Are proud of and appreciate value of their own sex; able to correctly and appropriately observe sexual practices.
- Protect and avoid risk factors and risk behaviours detrimental to health or conducive to contracting diseases, accidents, violence, addiction and sexual harassment.
- Skilful in basic movements and self-control in coordinated movement.
- Know principles of movement and able to select participation in physical activities, games, folk games, Thai sports and international sports with safety and enjoyment; have sporting spirit by observing rules, regulations, their own rights and duties until successful completion of tasks.

- Plan and regularly participate in physical activities and activities for physical capacity-strengthening for health as appropriate and required.
- Are able to appropriately manage emotions, stress and health problems.
- Are skilful in seeking knowledge, data and information for health-strengthening.

For common understanding and correct interpretation, the curriculum prescribes various codes for learning standards and indicators. One example is shown below:

H 1.1 Gr 4/2	
H	Subject area of Health and Physical Education
1.1	First subject area, Standard 1
Gr4/2	Indicator 2 for Grade (Prathomsuksa) 4

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 4 (Prathomsuksa 4)

13 chapters

80 hours

Learning area	Duration (hours)
1. Growth and Development <ul style="list-style-type: none">• Stages of human growth and development• Factors affecting human growth	7
2. Bones, Muscles and Joints <ul style="list-style-type: none">• The skeletal system• The muscular system• Types of joints in our body• Importance of bones, muscles and joints• Taking care of bones, muscles and joints	7
3. Good Family and Friends <ul style="list-style-type: none">• Family• Friends	5
4. Behaviours <ul style="list-style-type: none">• Appropriate behaviours• Refusing harmful and inappropriate actions	4
5. Body Movements and Fitness <ul style="list-style-type: none">• Locomotor and non-locomotor movements• Combination of movements• Physical fitness tests• Improving physical fitness	7
6. Movements with Rhythm <ul style="list-style-type: none">• Rhythmic movements• Rhythm in everyday life	4
7. Games and Activities <ul style="list-style-type: none">• Imitation games• Activities in relay	4

8. Basic Sports <ul style="list-style-type: none"> • Handball • Chair ball • Ring game 	6
9. Environmental Health <ul style="list-style-type: none"> • Environmental factors • Health hazard • Managing our environment 	7
10. Emotions, Feelings and Health <ul style="list-style-type: none"> • Emotions and feelings • Emotions and feelings affect health • Managing negative emotions and feelings 	6
11. Food Labels <ul style="list-style-type: none"> • Food labels • Choosing food products • Health product and medicine labels • Consuming health products and medicine 	8
12. Medicines and First Aid <ul style="list-style-type: none"> • Medicines • First aid 	8
13. Smoking and Alcohol <ul style="list-style-type: none"> • Cigarette smoking • Alcohol • Protecting our health 	7

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 – Growth and Development

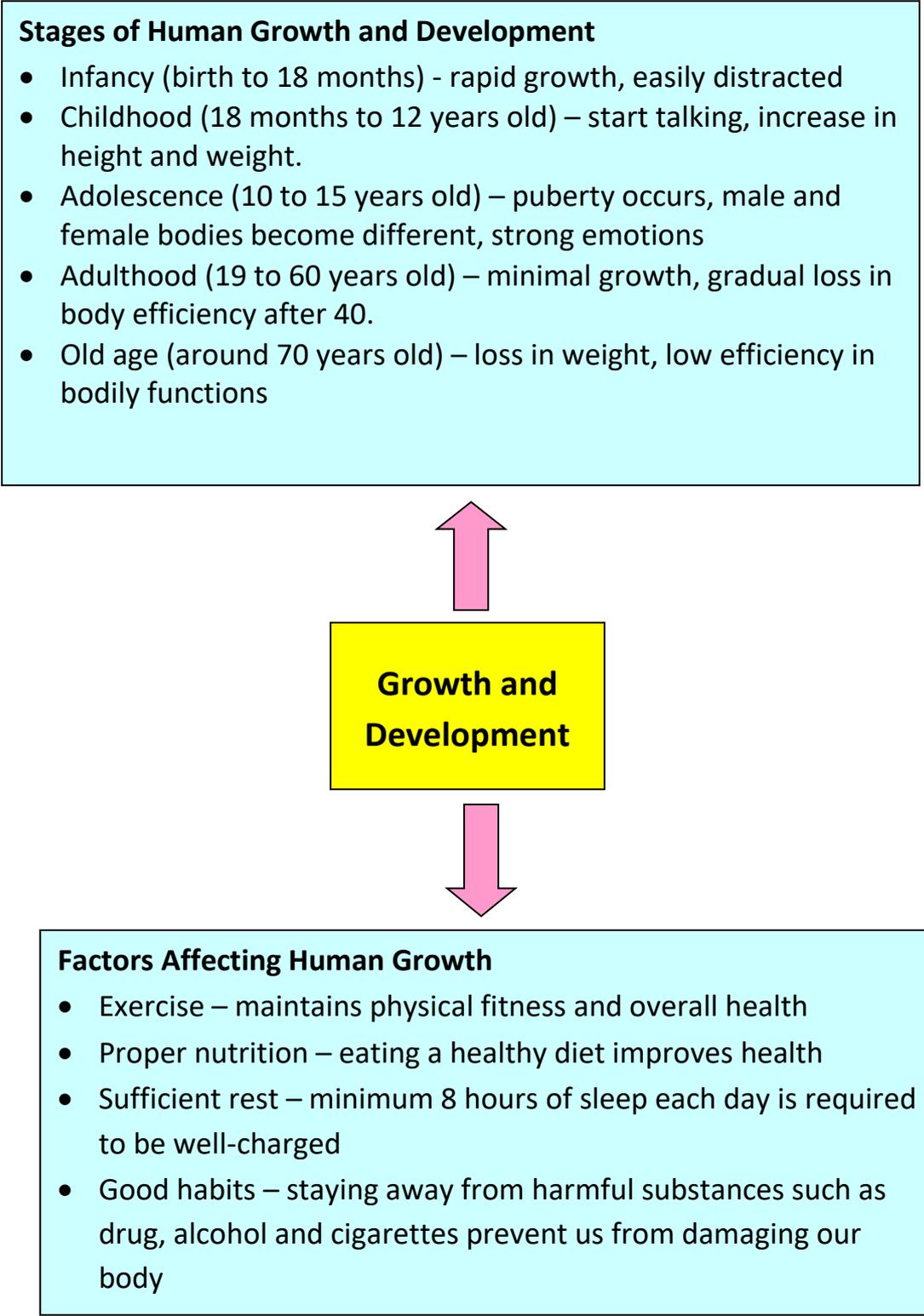
Indicators and learning areas (7 hours)

Indicator	Learning Area
H1.1 Gr4/1 Explain physical and mental growth and development in accord with their age.	<ul style="list-style-type: none">• Stages and human growth and development• Factors affecting human growth

Conceptual Map

Stages of Human Growth and Development

- Infancy (birth to 18 months) - rapid growth, easily distracted
- Childhood (18 months to 12 years old) – start talking, increase in height and weight.
- Adolescence (10 to 15 years old) – puberty occurs, male and female bodies become different, strong emotions
- Adulthood (19 to 60 years old) – minimal growth, gradual loss in body efficiency after 40.
- Old age (around 70 years old) – loss in weight, low efficiency in bodily functions



Growth and Development

Factors Affecting Human Growth

- Exercise – maintains physical fitness and overall health
- Proper nutrition – eating a healthy diet improves health
- Sufficient rest – minimum 8 hours of sleep each day is required to be well-charged
- Good habits – staying away from harmful substances such as drug, alcohol and cigarettes prevent us from damaging our body

Learning Objectives

Students will be taught to:

1. Understand human growth and development pattern.
2. Understand factors affecting human growth.

Learning Outcomes

Students will be able to:

1. State stages of human growth and development.
2. Know the physical growth development characteristics for each growth stage.
3. Know the mental growth development characteristics for each growth stage.
4. State the factors affecting human growth.
5. Aware of the importance in practising good habits for optimal growth.

Learning Areas

- Stages of human growth and development
- Factors affecting human growth

Teaching and Learning Activities

1st – 3rd hours (Stages of human growth and development)

1. Show the students the picture of a newborn baby. Ask them what they know about babies. How does a baby look like? How does a baby behave?
2. Suggest to the students to ask their parents about their behaviour as infants.
3. Ask the students to bring their pictures from infancy to their current age. Let them observe the physical changes between the pictures. Do

they remember what they were like when they were younger? Refer to page 3.

4. Suggest to the students to ask their parents about their ages when they started crawling, walking and speaking. Does everyone start walking and talking at the same age? Let the students understand that it is normal for everyone to develop at different rates.
5. Ask the students to read from page 2 to page 4. Explain to the students to ensure that they understand.
6. Carry out the task in Activity Corner 1 on page 5 with the students.
7. Show the students a simple video about the changes in puberty.
8. Explain to the students about puberty. Refer to page 5.
9. Show pictures of an adult male and an adult female to the students. What are the physical differences? Refer to page 6.
10. Talk and discuss with the students about the mental changes. Advise the students and be supportive. Let them know that the teachers and parents are willing to help them.
11. Ask the students about their parents. Let three students volunteer and talk briefly about their parents. What do their parents look like? Are their parents working?
12. Ask the students to write five sentences about themselves as adults. How will they look? What is their ambition?
13. Ask the students about their grandparents. How do they look like? What colour is their hair? Are they active?
14. Explain to the students briefly about adulthood and old age. Refer to page 7 and page 8.
15. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

4th – 6th hours (Factors affecting human growth)

1. Ask the students if they exercise. Do they exercise a lot? What are the benefits of exercise?
2. Ask two students tell the class about how they exercise. Let the class discuss about the benefits of exercising.
3. Ask the students about their favourite food. Are the foods they like healthy?
4. Show the students the nutrition flag and explain. Refer to page 9.
Explain to the students that exercising and eating healthy is important for the human body to grow optimally without sickness.
5. Ask the students if they get enough sleep every night. How do they feel if they lack sleep? Does it affect their day? Does it affect their feelings?
Explain to the students about the importance of sufficient sleep and how it affects their health.
6. Let the students know what are good habits, refer to page 10. Explain to the students that practising good habits will let us grow to be mentally and physically fit.
7. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

7th hour (Conclusion)

1. Do a quick summary of this chapter with students.
2. Ask students to work on Fun Exercises on pages 11 and 12 to test their understanding of this chapter as their homework.

Emphasized Skills:

1. Making inferences
2. Communicating
3. Brainstorming
4. Comparing and contrasting

Learning Materials:

1. Primary Education Smart+ Health and Physical Education P4
2. Pictures showing different stages of growth
3. Picture of nutrition flag
4. Video on puberty



Learning Outcome Form

Name-Surname: No. Prathomsuksa:

..... Date:

Chapter 1 Growth and Development

Explanation: Summary of learning outcomes

Chapter 1 Growth and Development

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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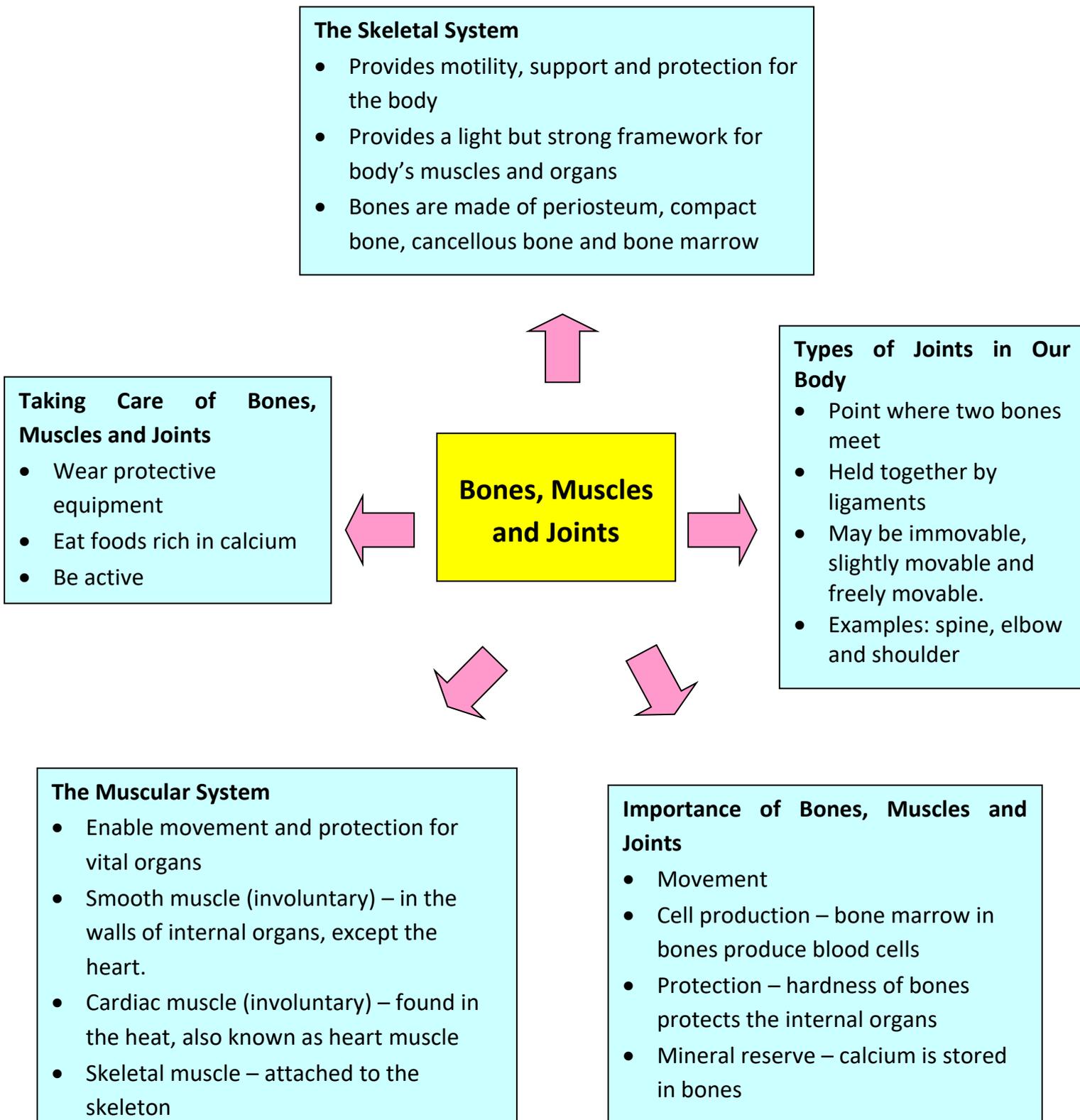
Application of knowledge from this chapter on your daily life:
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Chapter 2 – Bones, Muscles and Joints

Indicators and learning areas (7 hours)

Indicator	Learning Area
H1.1 Gr4/2 Explain importance of muscles, bones and joints affecting health, growth and development.	<ul style="list-style-type: none">• The skeletal system• The muscular system• Types of joints in our body• Importance of bones, muscles and joints
H1.1 Gr4/3 Explain methods of taking care of muscles, bones and joints for efficient functioning.	<ul style="list-style-type: none">• Taking care of bones, muscles and joints

Conceptual Map



Learning Objectives

Students will be taught to:

1. Understand the importance of bones, muscles and joints in human growth and development.
2. Understand that we need to take good care of our bones, muscles and joints.

Learning Outcomes

Students will be able to:

1. Know the materials that make up bones.
2. Describe the types of muscles in the body.
3. Know the types of joints in the body.
4. State the importance of bones, muscles and joints.
5. Able to take care of their bones, muscles and joints.

Learning Areas

- The skeletal system
- The muscular system
- Types of joints in our body
- Importance of bones, muscles and joints
- Taking care of bones, muscles and joints

Teaching and Learning Activities

1st - 2nd hours (The skeletal system)

1. Ask the students to squeeze various parts of their bodies (arms, legs, chest, and head). Do they feel something hard under the skin? What is it?
2. Explain to them about the various types of bones in the body and the skeletal system. Refer to page 13.

3. Give the students hollow wooden tubes, clear plastic wrap and red plasticine (modelling clay). Ask the students to fill the wooden tube with plasticine (modelling clay) and wrap the wooden tube with the clear plastic wrap. The students now have a model of the bone.
4. Explain to the students about the materials that make up the bones, using the bone models created as a guide. The clear plastic wrap around the wooden tube refers to the periosteum; the wooden tube refers to the compact bone while the plasticine (modelling clay) in the middle of the tube refers to the cancellous bone and the bone marrow. Refer to page 15.
5. Perform Activity Corner 1 on page 14 with the students in the classroom.
6. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

3rd hour (The muscular system)

1. Ask the students to get up and perform a series of physical movements. Ask them to close their hands, blink their eyes, nod their heads, raise their arms, run on the spot and jump.
2. Explain to the students that they are able to perform such tasks because of the muscles in the body.
3. Show pictures of organs related to the different types of muscles.
4. Explain to the students about the different types of muscles in the body and the type of control they have. Refer to page 16.
5. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

4th hour (Types of joints in our body)

1. Give a brief explanation to the students about joints and how they control the different amount of movement at different parts of the body. Explain to the students that joints vary in the amount of movement allowed and may also be immovable.
2. Ask the students to stand up and test their own joints. First ask them to stretch their backs. Ask them to bend forwards. Then, ask them to bend backwards. Make sure that the students notice that they cannot bend so much backwards but can bend a lot more forwards. This is the limitation of the joints at the spine.
3. Repeat this exercise at the elbow and the shoulder. The students should be able to notice that they cannot bend their elbows backwards and that they can rotate their arms using the shoulder joint.
4. Try to get a student to show the class that the ranges of movement for joints of individuals vary from one another.
5. Inform the students of the use of joints in objects, such as the hinges on doors.
6. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

5th hour (Importance of bones, muscles and joints)

1. Explain to the students that bones, muscles and joints have to work together for the important task of movement. Give them an example of athletes who have dislocated shoulders or knees cannot move their arms or bend their knees properly.
2. Inform and elaborate to the students that cell production occurs in the bones. Show them pictures of the bone marrow taken by a microscope to capture their interest.

3. Let the students know that the hardness of the bones protects the soft internal organs of the body. Show them that the bones are like a cage or shield that prevents physical damage to the internal organs.
4. Take a fist sized amount of play dough and mould it into a sphere. Ask the students to poke it with a pencil. Did the play dough change its shape? Can you see the mark of the pencil on the play dough? Put a clear plastic bowl over the play dough. Ask the students to try to poke the play dough without removing the bowl. Did the play dough change its shape? Can you see the mark of the pencil on the play dough?
5. Explain to the students that bones are mineral reserves for the mineral calcium.
6. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

6th hour (Taking care of bones, muscles and joints)

1. Make sure the students are clear on the importance of bones, muscles and joints. Let them know that caring for the bones, muscles and joints are very important.
2. Advise the students to protect themselves with the right safety equipment when cycling a bicycle, skateboarding and when wearing roller blades.
3. Advise the students to eat a calcium rich diet to take care their bones.
4. Advise the students to maintain an active lifestyle to strengthen their bodies.
5. Ask the students to carry out Activity Corner 2 on page 20 to further educate themselves about the importance of eating healthy.
6. 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 21 and 22 to test their understanding of this chapter as their homework.

Emphasized Skills:

1. Observing
2. Analysing
3. Making inferences
4. Communicating
5. Conceptualising

Learning Materials:

1. Cartoon pictures of body organs
2. Microscopic picture of bones and bone marrow
3. Wooden tube
4. Play dough (red in colour)
5. Clear plastic wrap
6. Clear plastic bowl
7. Pencil
8. Primary Education Smart+ Health and Physical Education P4



Learning Outcome Form

Name-Surname: No. Prathomsuksa:

..... Date:

Chapter 2 Bones, Muscles and Joints

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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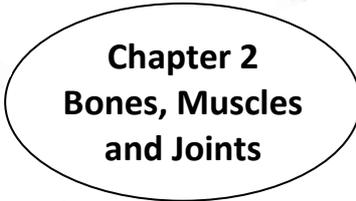
Application of knowledge from this chapter on your daily life:

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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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Chapter 3 – Good Family and Friends

Indicators and learning areas (5 hours)

Indicator	Learning Area
H2.1 Gr4/1 Explain characteristics of friends and of good family members.	<ul style="list-style-type: none">• Family • Friends

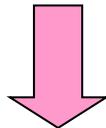
Conceptual Map

Family

- Characteristics of a good family:
 - Love and commitment
 - Communication
 - Respect, trust and support
 - Tolerance
 - Forgive and forget
 - Care and appreciation



Good Family and Friends



Friends

- Characteristics of a good friend:
 - Trustworthy
 - Considerate
 - Honest
 - Forgiving
 - Loyal
 - Kind and caring

Learning Objectives

Students will be taught to:

1. Understand what a good family is.
2. Understand what a good friend is.

Learning Outcomes

Students will be able to:

1. Know the characteristics of a good family.
2. Know the characteristics of a good friend.

Learning Areas

- Family
- Friends

Teaching and Learning Activities

1st - 2nd hours (Family)

1. Have an open discussion with the students about the characteristics of a good family without looking at the book. List the characteristics on the board and compare with the characteristics in the book (refer to pages 24 to 25). Enforce to the students that there are no wrong answers and this exercise is to build their communication skills (characteristic of a good family)
2. Ask the students to draw a family tree with pictures of their family members. Underneath each picture of a family member, ask the students to write why they love that particular family member. Guide the students to know that family is not restricted to parents and siblings, but also includes grandparents, uncles, aunties, cousins and

even pets. The students should be told that family is created by the love for one another.

3. Teach the students simple card games (Snap, Uno, 7 Diamonds) and simple board games (Snakes and Ladders, Checkers, Ludo) that they can play with their family.
4. Ask the students to bring colour pencils, crayons and colour papers. Ask them to make a card for each of their family member to show how much they love and appreciate each one of their family members. Guide the students to write sincere messages in the cards. The students can bring home the cards to give their family members.
5. Explain to the students that there should be trust in the family. Emphasise that they should not betray family secrets to people outside their family.
6. Ask the students if they have ever fought with their siblings. Do many of them say yes? Explain to them that fighting between siblings is normal, but the students should also have tolerance and accept each other's differences.
7. Elaborate to the students that family members must forgive and forget if there is any disagreement. Refer to pages 24 to 25.
8. Ask the students to carry out Activity Corner 1 on page 26 in the classroom.
9. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

3rd – 4th hours (Friends)

1. Divide the class into groups of five students. Assign each group with the characteristic of a good friend (refer to page 27). Ask the students to act out a scene showing the characteristic of a good friend in front of the class.

2. Give all the students a blindfold and ask them to tie it around their eyes. Ask them to stand in a straight line and hold hands. Guide the students and bring them for a walk around the school compound. This is an exercise to build trust. Do the students move faster when they trust each other? Are they slower when they do not trust each other?
3. Carry out Activity Corner 2 on page 28 with students in the classroom.
4. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

5th hour (Conclusion)

1. Do a quick summary of this chapter with students.
2. Ask students to work on Fun Exercises on pages 29 and 30 to test their understanding of this chapter as their homework.

Emphasized Skills:

1. Observing
2. Making inferences
3. Communicating
4. Brainstorming
5. Attributing
6. Evaluating

Learning Materials:

1. Primary Education Smart+ Health and Physical Education P4
2. Blindfolds
3. Card games
4. Board games
5. Colour pencils/ Crayons
6. Colour paper
7. Family pictures



Learning Outcome Form

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

..... **Date:**

Chapter 3 Good Family and Friends

Explanation: Summary of learning outcomes

**Chapter 3
Good Family
and Friends**

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

Indicators and learning areas (4 hours)

Indicator	Learning Area
H2.1 Gr4/2 Exhibit behaviours appropriate to their sex in accord with Thai culture.	<ul style="list-style-type: none">• Appropriate behaviours
H2.1 Gr4/3 Cite examples or methods of refusing harmful and inappropriate actions in sexual matters.	<ul style="list-style-type: none">• Refusing harmful and inappropriate actions

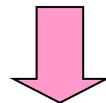
Conceptual Map

Appropriate behaviours

- Attire:
 - Should wear correct clothes for different activities
 - Males should not wear shabby and unclean clothes
 - Females should not wear clothes that are too tight or revealing
- Behaviour:
 - Male and females should keep appropriate distance between each other



Behaviours



Refusing harmful and inappropriate actions

- Parts of our body that must not be touched by others
- Never walk alone in dark and quiet places
- Never accept money, food or presents from strangers
- Never follow strangers
- Try to escape and scream loudly if you meet people with bad intentions

Learning Objectives

Students will be taught to:

1. Understand appropriate behaviours according to their sex and culture.
2. Understand inappropriate actions in sexual matters.

Learning Outcomes

Students will be able to:

1. Know how to dress and behave appropriately.
2. Know what parts of their bodies that must not be touched by others.
3. Not to trust strangers.
4. Know the methods to refuse harmful and inappropriate actions.

Learning Areas

- Appropriate behaviours
- Refusing harmful and inappropriate actions

Teaching and Learning Activities

1st hour (Appropriate behaviours)

1. Show pictures of people dressed dirtily and pictures of people dressed neatly to the students. Which picture is appropriate?
2. Show pictures of ladies dressed in short and tight skirts and pictures of ladies in long skirts. Which picture is appropriate?
3. Explain to the students about the importance to dress appropriately because it shows respect to us, respect to other people and respect to our culture.

4. Choose two boys and two girls from the class. Ask the students to perform a series of tasks as below:

- (a) Two boys shake hands
- (b) Two girls shake hands
- (c) Two boys hug
- (d) Two girls hug
- (e) One boy and one girl shake hands
- (f) Two boys punch each other
- (g) Two girls slap each other

Which behaviour is appropriate? Discuss.

5. Explain to the students that they must behave appropriately at all times. Inform the students that a male and a female should keep an appropriate distance between each other at all times.
6. Advise the students to practise good behaviour when interacting with people of the same sex and also different sex to show respect for each other.
7. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

2nd – 3rd hours (Refusing harmful and inappropriate actions)

1. Ask the students to bring a newspaper article about child abuse. Ask them to identify the inappropriate acts which were done.
2. Inform the students the parts on their body that must not be touched by others. Refer to page 33.
3. Explain to the students that not everyone in the world is good and that there are bad people who want to hurt us.
4. Elaborate to the students that prevention is better than cure. Tell them that they must totally avoid situations which will allow people to do harmful and inappropriate actions towards them.

5. Divide the class into groups of five. Give them a situation where they might be harmed by strangers. For example:
 - (a) Walking alone in a dark and quiet street.
 - (b) A stranger offers you food, money or presents
 - (c) A stranger asking you to follow them
 - (d) A stranger you met on the internet asking to meet you alone
 - (e) A stranger trying to harm you or touch you inappropriately
6. Ask the students to discuss the best action to take when facing the above situations and act out their solutions in front of the class.
7. Make sure that the students understand the danger in each of the above situations given and how to react.
8. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

4th hour (Conclusion)

1. Do a quick summary of this chapter with students.
2. Ask students to work on Fun Exercises on pages 35 and 36 to test their understanding of this chapter as their homework.

Emphasized Skills:

1. Predicting
2. Communicating
3. Evaluating
4. Generating ideas
5. Making decisions
6. Problem solving

Learning Materials:

1. Primary Education Smart+ Health and Physical Education P4
2. Pictures
3. Newspaper articles



Learning Outcome Form

Name-Surname: No. Prathomsuksa:

..... Date:

Chapter 4 Behaviours

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 Behaviours

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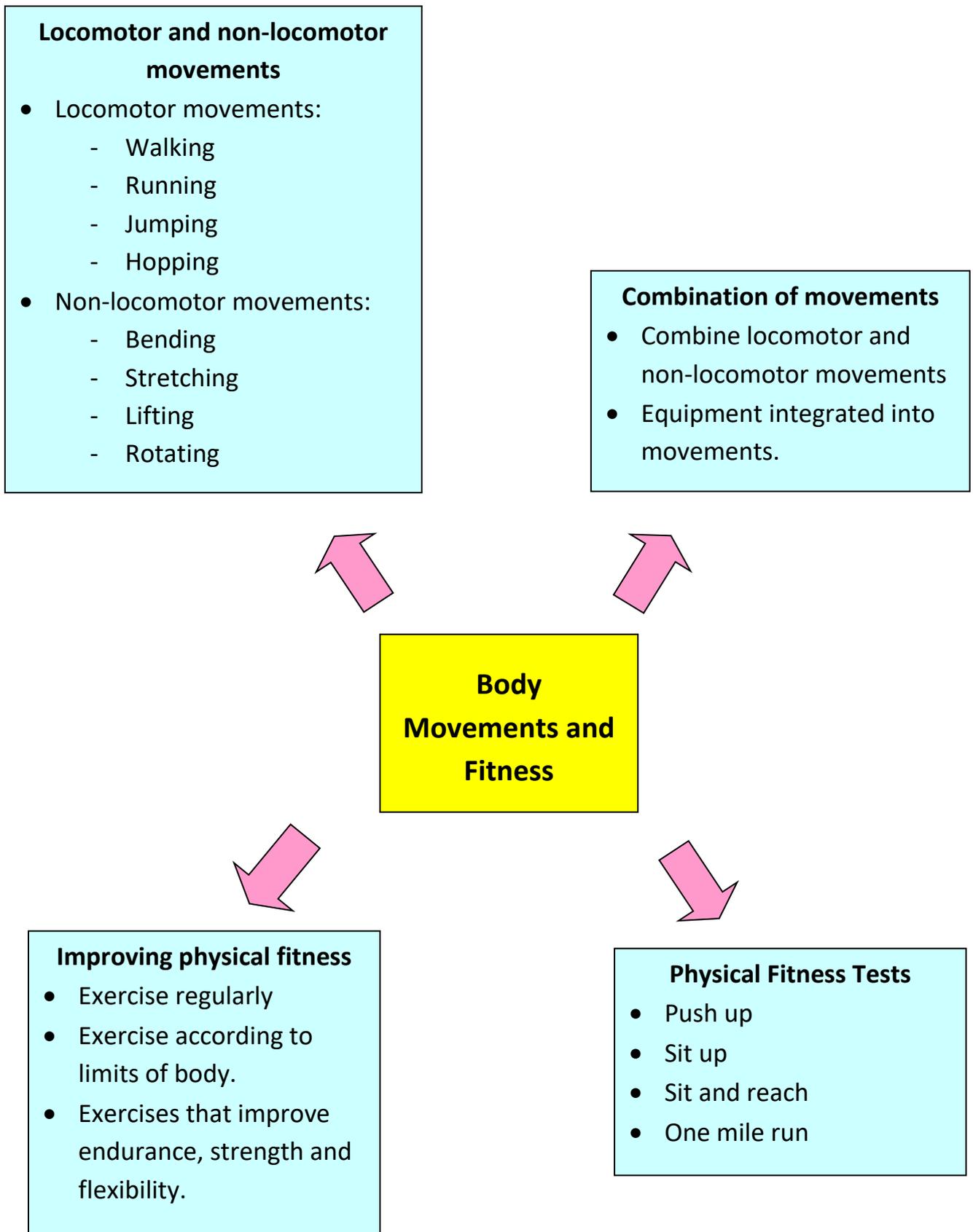
Application of knowledge from this chapter on your daily life:
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Chapter 5 – Body Movements and Fitness

Indicators and learning areas (7 hours)

Indicator	Learning Area
H3.1 Gr4/1 Can control themselves when using integrated kinaesthetic skills while standing still, moving and using equipment.	<ul style="list-style-type: none"> • Locomotor and non-locomotor movements • Combination of movements
H3.2 Gr4/1 Do physical exercises and play games and sports that they like; able to analyse their own developmental effects by following examples and practices of others.	<ul style="list-style-type: none"> • Locomotor and non-locomotor movements • Combination of movements • Physical fitness tests • Improving physical fitness
H4.1 Gr4/4 Test and improve physical capacities from the results of physical fitness testing.	<ul style="list-style-type: none"> • Physical fitness tests • Improving physical fitness

Conceptual Map



Learning Objectives

Students will be taught to:

1. Understand movements.
2. Understand physical fitness.

Learning Outcomes

Students will be able to:

1. Use combination of movements in games.
2. Know how fit they are.
3. Know how to improve physical fitness.

Learning Areas

- Locomotor and non-locomotor movements
- Combination of movements
- Physical fitness tests
- Improving physical fitness

Teaching and Learning Activities

1st – 2nd hours (Locomotor and 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. Start the lesson with warming up exercises. The warming up exercises include the following movements:
 - (a) Rotating the neck, shoulders and ankles
 - (b) Stretching the arms and legs
 - (c) Bending their waist
 - (d) Lifting their arms and knees

Are they doing non-locomotor movements?

3. Play a game focusing on non-locomotor movements with the students. This is a game that requires the students to bend their waist at a certain direction based on the instructions given. Use animal names. When you say monkey, the students must push their stomach forward. When you say tiger, the students must push hips behind. When you say, elephant, the students must push their waist to the left. When you say horse, the students must push their waist to the right. Make this game more interesting by asking the students to increase their speed and with music.
4. Ask the students to imitate the movements of a jungle animal that they like. Do they notice that they are doing locomotor movements?
5. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

3rd – 4th hours (Combination of movements)

1. Conduct these physical activities on a field or in a hall. Ensure students wear suitable clothes and shoes for these activities.
2. Play a game with the students. Divide the students into five groups give each group a ball and a hula hoop. Ask the students to stand in one line in their groups. 5 metres in front of each group, place a plastic cone. Give instructions to the students on how to play the game. The students must hold the hula hoop with both their hands. The hula hoop must be touching the ground. Place the ball in the hula hoop. The students must drag the ball using the hula hoop towards the plastic cone, around it and back to their groups. They cannot push the ball with their hands or kick the ball to make it move faster. Then, the next person standing in line will do the same thing. The group that completes this game the quickest will win.

3. Do the students notice the locomotor movements? They may be running or walking. Do they notice the non-locomotor movements? They may be extending their arms or bending their knees.
4. Give each student a hoop. Ask them to make the hoop spin around with their waist. Let them enjoy playing the hoop for 15 minutes. Do they notice that the hoop is integrated to the movement of bending their hips?
5. Do the exercises in Activity Corner 1 on page 39 with the class.
6. Play the game in Activity Corner 2 on page 41 with the class
7. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

5th hour (Physical fitness tests)

1. Ask the students to perform simple physical tests. This will let them know how fit they are.
2. The first activity measures upper body strength. Time the students to do push ups in 30 seconds. Ask them to count how many push ups they managed to do.
3. The second activity is to measure the strength of the abdominal muscles. Time the students to do sit ups in 30 seconds. Ask the students to count how many sit ups they managed to do. **(Caution: Make sure that the sit ups are done on a mat and not directly on the floor)**
4. The third activity is the 'Sit and Reach'. This activity measures the flexibility of the lower back and hamstring muscles. Ask the students to touch their toes. Then ask them to extend their fingers beyond their toes. Measure the distance of the fingertips from the toes. **(Caution: Make sure that the students do not push themselves too hard. This may injure the hamstring muscles).**

5. The final activity is the 'One Mile Run' which measures stamina. Ask the students to run a distance of one mile and try to finish it in the shortest time.
6. Refer to pages 42 and 43 for the above physical tests.
7. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

6th hour (Improving physical fitness)

1. Explain to the students about the importance of being physically fit.
2. Help the students understand that they must be cautious when trying to improve physical fitness. Make sure the students understand that exercises should be done within the limits of the body.
3. Give examples of exercises that improve strength, endurance and flexibility.
4. 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 45 and 46 to test their understanding of this chapter as their homework.

Emphasized Skills:

1. Flexibility
2. Team spirit
3. Patience

Learning Materials:

1. Balls
2. Hula Hoops
3. Cones
4. Mats
5. Stopwatch
6. Primary Education Smart+ Health and Physical Education P4



Learning Outcome Form

Name-Surname: No. Prathomsuksa:

..... Date:

Chapter 5 Body Movements and Fitness

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 5
Body
Movements and
Fitness

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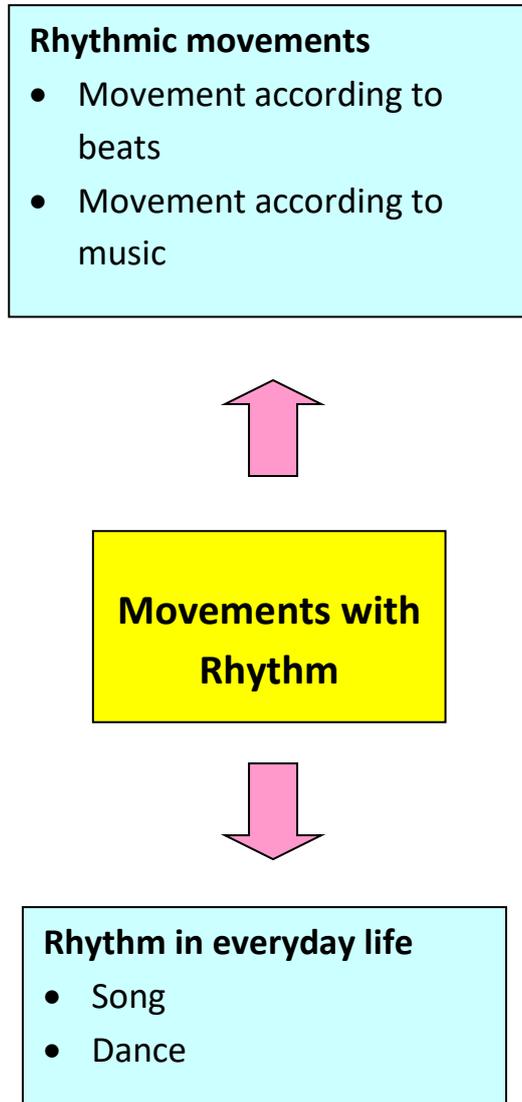
Application of knowledge from this chapter on your daily life:
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Chapter 6 – Movements with Rhythm

Indicators and learning areas (4 hours)

Indicator	Learning Area
H3.1 Gr4/2 Practise free hand physical exercises in accord with the beats.	<ul style="list-style-type: none">• Rhythmic movements• Rhythm in everyday life
H3.2 Gr4/1 Do physical exercises and play games and sports that they like; able to analyse their own developmental effects by following examples and practices of others.	<ul style="list-style-type: none">• Rhythmic movements• Rhythm in everyday life

Conceptual Map



Learning Objectives

Students will be taught to:

1. Understand rhythmic movements.
2. Understand that rhythm is everywhere.

Learning Outcomes

Students will be able to:

1. Move rhythmically to beats.
2. Move rhythmically to music.
3. Identify rhythm in everyday life.

Learning Areas

- Rhythmic movements
- Rhythm in everyday life

Teaching and Learning Activities

1st – 2nd hours (Rhythmic Movements)

1. Explain about rhythmic movements and its advantages to the students.
Refer to page 47.
2. Ask the students to perform a series of tasks while counting out loud at a constant pace. The movements that can be done are walking, hopping, and marching in place. Once they have mastered these with counts, ask the students to clap according to the beat of their movements. Refer to pages 48 to 50.
3. Ask the students to clap and step forward and backward according to the beats in a song. Choose simple songs such as: “If you’re happy and you know it”, “London Bridge is falling down” and “Three blind mice”. Refer to pages 50 to 53.

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

3rd hour (Rhythm in daily life)

1. Elaborate on rhythm in daily life to the students.
2. Play a song. Let the students hear and feel the rhythm of the music. Guide the students to notice that the singer has to sing according to rhythm in order to produce a good song.
3. Play a video of people dancing to ballet or salsa. Let the students observe the rhythmic movements of the dancers.
4. Ask the students to give examples of rhythmic movements in everyday life.
5. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

4th hour (Conclusion)

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

Emphasized Skills:

1. Observing
2. Listening
3. Moving rhythmically
4. Brainstorming

Learning Materials:

1. Primary Education Smart+ Health and Physical Education P4
2. Music
3. Video of a dance



Learning Outcome Form

Name-Surname: No. Prathomsuksa:

..... Date:

Chapter 6 Movements with Rhythm

Explanation: Summary of learning outcomes

**Chapter 6
Movements
with Rhythm**

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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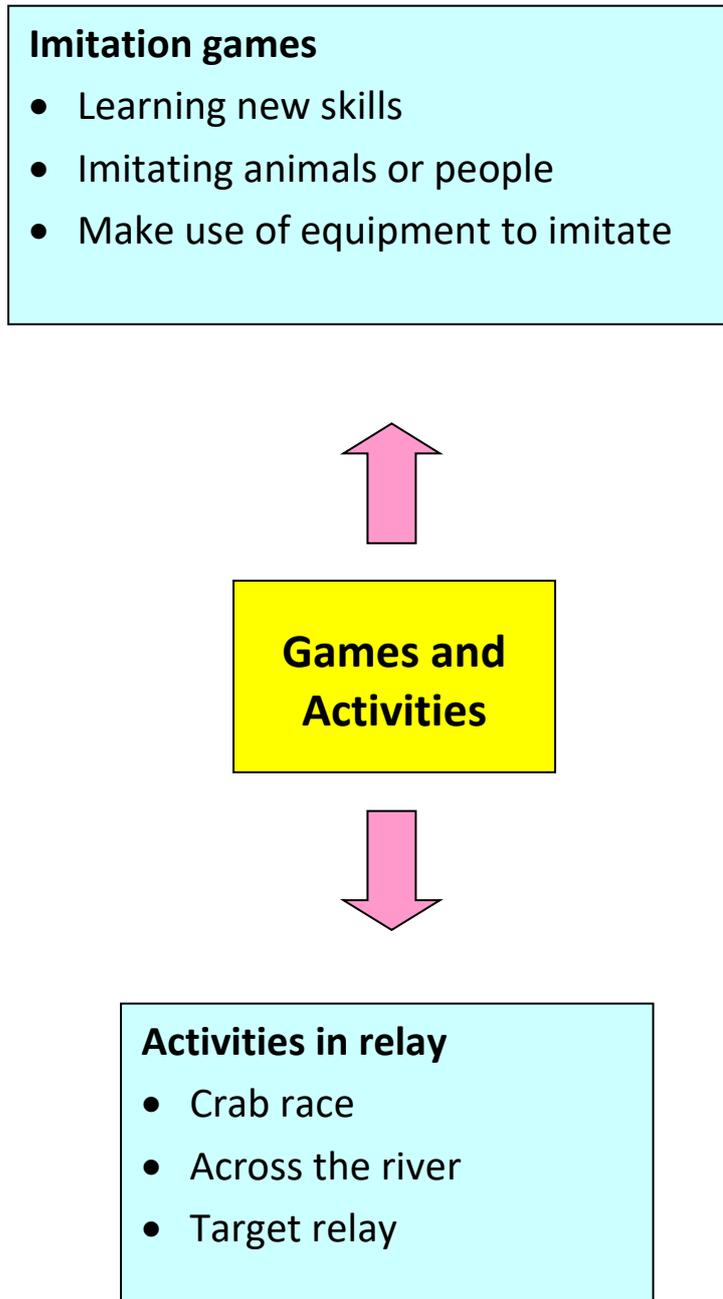
Application of knowledge from this chapter on your daily life:
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Chapter 7 – Games and Activities

Indicators and learning areas (4 hours)

Indicator	Learning Area
H3.1 Gr4/3 Play imitating games and activities in relay	<ul style="list-style-type: none">• Imitation games• Activities in relay
H3.2 Gr4/1 Do physical exercises and play games and sports that they like; able to analyse their own developmental effects by following examples and practices of others	<ul style="list-style-type: none">• Imitation games• Activities in relay

Conceptual Map



Learning Objectives

Students will be taught to:

1. Understand the importance of imitation.

Learning Outcomes

Students will be able to:

1. Know and play imitation games.
2. Able to take part in relay.

Learning Areas

- Imitation games
- Activities in relay

Teaching and Learning Activities

1st hour (Imitation games)

1. Ask the students to imitate these things:
 - (a) Their favourite animal
 - (b) A pirate
 - (c) A rock star
 - (d) A dancer
2. Explain to the students about imitation and examples of games. Refer to page 55.
3. Play the game in Activity Corner on page 56 with the students.
4. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

2nd – 3rd hours (Activities in Relay)

1. Explain to students the concept of a relay. Let them understand fully what activities in relay are.
2. Conduct these physical activities on a field or in a hall. Ensure students wear suitable clothes and shoes for these activities.
3. Play games with the students. Set up relay races such as ‘Crab race’, ‘Across the river’ and ‘Target relay’ for the students to play. Refer to pages 57 to 59 for instructions on how to play these games.
4. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

4th hour (Conclusion)

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

Emphasized Skills:

1. Teamwork
2. Communicating
3. Imitating
4. Patience

Learning Materials:

1. Primary Education Smart+ Health and Physical Education P4
2. Benches
3. Cones
4. Beanbags



Learning Outcome Form

Name-Surname: No. Prathomsuksa:

..... Date:

Chapter 7 Games and Activities

Explanation: Summary of learning outcomes

Chapter 7 Games and Activities

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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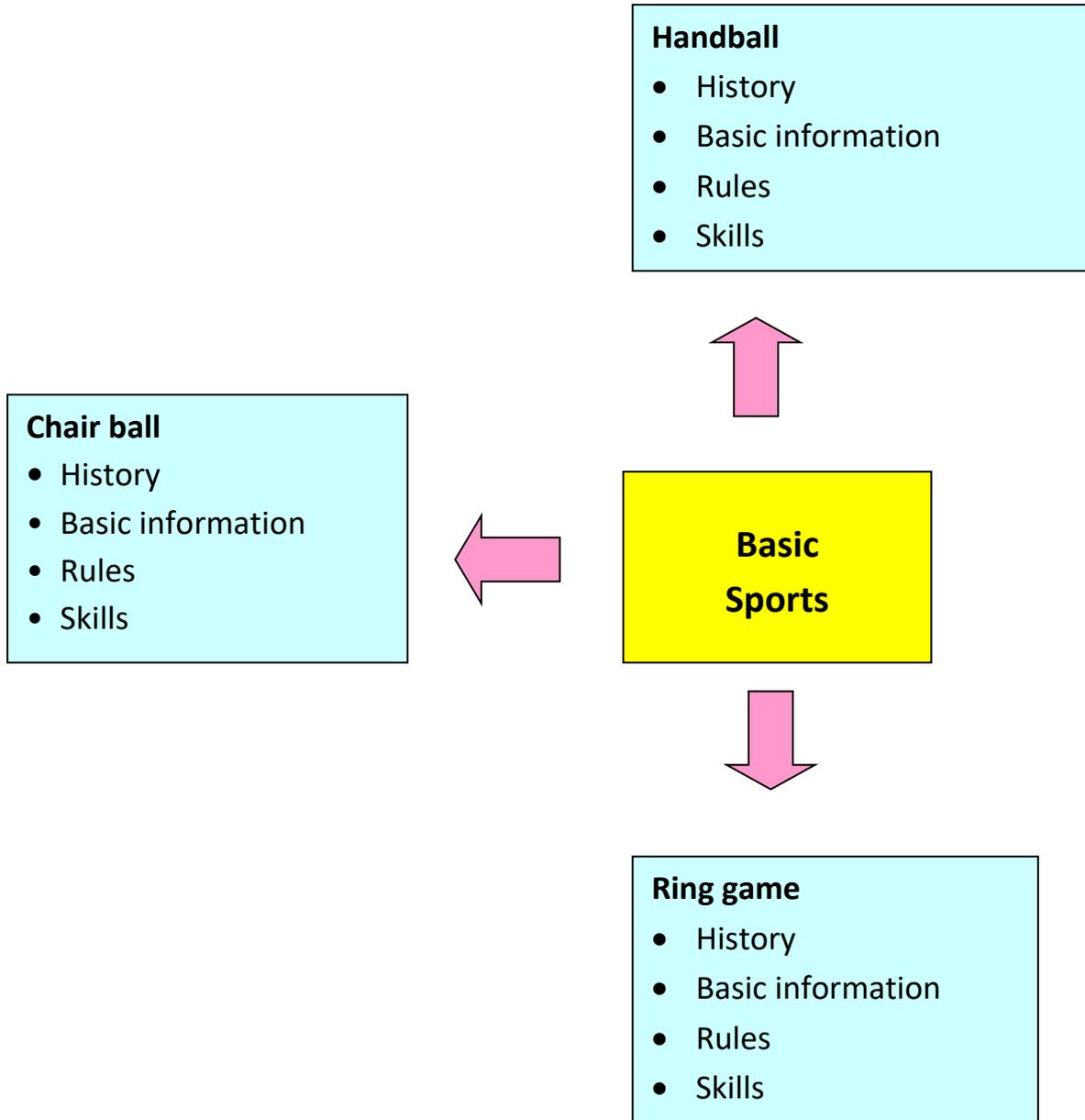
Application of knowledge from this chapter on your daily life:
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Chapter 8 – Basic Sports

Indicators and learning areas (6 hours)

Indicator	Learning Area
H3.1 Gr4/4 Can play at least one kind of basic sport	<ul style="list-style-type: none">• Handball• Chair ball• Ring game
H3.2 Gr4/1 Do physical exercises and play games and sports that they like; able to analyse their own developmental effects by following examples and practices of others.	<ul style="list-style-type: none">• Handball• Chair ball• Ring game
H3.2 Gr4/1 Observe rules and regulations of basic sports in accord with the respective kinds of sports played.	<ul style="list-style-type: none">• Handball• Chair ball• Ring game

Conceptual Map



Learning Objectives

Students will be taught to:

1. Play a basic game.

Learning Outcomes

Students will be able to:

1. Know the rules in handball, chair ball and ring game.
2. Know how to play handball, chair ball and ring game.

Learning Areas

- Handball
- Chair ball
- Ring game

Teaching and Learning Activities

1st hour (Handball)

1. Explain to the students about handball. Then bring them to a handball court or use the diagram of handball court on page 63.
2. Ask the students to draw the diagram of the handball court in their notebook or do it together with the area of your school. Make sure that the students remember the location of the court.
3. Explain to the students that one must know the rules before playing a game. Emphasise on the importance of following the rules when playing. Let the students know that the rules help prevent injuries from happening and to make sure the game is played fairly.
4. Ask the students to read the rules of handball on pages 64 and 65. Then, do a short quiz to make sure the students are well versed with the rules.

5. Conduct these physical activities on a field or in a hall. Ensure students wear suitable clothes and shoes for these activities.
6. Teach the students the ball movements.
7. Practise skills in handball on pages 65 to 69. Start with the basic skills. Ask the students to find a partner and practise together.
8. Do not give the ball to the students yet. Let them practise these movements without the ball. Inspect each student to make sure that they are doing the right movements. This to ensure an accurate and powerful shot of the handball and also to prevent any injuries to the wrist and the joints at the fingers.
9. Now that all the students know the movements in handball, advise them against doing any dangerous actions. These actions include pulling, elbowing and pushing.
10. Let the students play a long game in a handball court.
11. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

2nd hour (Conclusion of handball)

1. Let students play handball for a half of hour.
2. Do a quick summary of this chapter with students.
3. Ask students to work on Fun Exercises on page 83 to test their understanding of this chapter as their homework.

3rd hour (Chair ball)

1. Explain to the students about chair ball. Then bring them to a chair ball court or use the diagram of chair ball court on page 71.
2. Ask the students to draw the diagram of the chair ball court in their notebook or do it together with the area of your school. Make sure that the students remember the location of the court.

3. Explain to the students that one must know the rules before playing a game. Emphasise on the importance of following the rules when playing. Let the students know that the rules help prevent injuries from happening and to make sure the game is played fairly.
4. Ask the students to read the rules of chair ball on pages 73 and 74. Then, do a short quiz to make sure the students are well versed with the rules.
5. Conduct these physical activities on a field or in a hall. Ensure students wear suitable clothes and shoes for these activities.
6. Teach the students the ball movements.
7. Practise skills in chair ball on pages 75 to 77. Start with the basic skills. Ask the students to find a partner and practise together.
8. Do not give the ball to the students yet. Let them practise these movements without the ball. Inspect each student to make sure that they are doing the right movements. This to ensure an accurate and powerful shot of the chair ball and also to prevent any injuries to the wrist and the joints at the fingers.
9. Now that all the students know the movements in chair ball, advise the students against doing any dangerous actions. These actions include pulling, elbowing and pushing.
10. Let the students play a long game in a chair ball court.
11. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

4th hour (Conclusion of chair ball)

1. Let students play chair ball for a half of hour.
2. Do a quick summary of this chapter with students.
3. Ask students to work on Fun Exercises on page 84 to test their understanding of this chapter as their homework.

5th hour (Ring game)

1. Explain to the students about ring game. Then bring them to a ring game court or use the diagram of ring game court on page 78.
2. Ask the students to draw the diagram of the ring game court in their notebook or do it together with the area of your school. Make sure that the students remember the location of the court.
3. Explain to the students that one must know the rules before playing a game. Emphasise on the importance of following the rules when playing. Let the students know that the rules help prevent injuries from happening and to make sure the game is played fairly.
4. Ask the students to read the rules of ring game on pages 79 to 81. Then, do a short quiz to make sure the students are well versed with the rules.
5. Conduct these physical activities on a field or in a hall. Ensure students wear suitable clothes and shoes for these activities.
6. Practise skills in ring game on page 82. Start with the basic skills. Ask the students to find a partner and practise together.
7. Do not give the ring to the students yet. Let them practise these movements without the ring. Inspect each student to make sure that they are doing the right movements. This to ensure an accurate and powerful throw and catch of the ring game and also to prevent any injuries to the wrist and the joints at the fingers.
8. Now that all the students know the movements in ring game, advise the students against doing any dangerous actions.
9. Let the students play a long game in a ring game court.
10. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

6th hour (Conclusion of ring game)

1. Let students play ring game for a half of hour.

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

Emphasized Skills:

1. Teamwork
2. Listening
3. Analysing

Learning Materials:

1. Primary Education Smart+ Health and Physical Education P4
2. Equipment of 3 sports

Learning Outcome Form

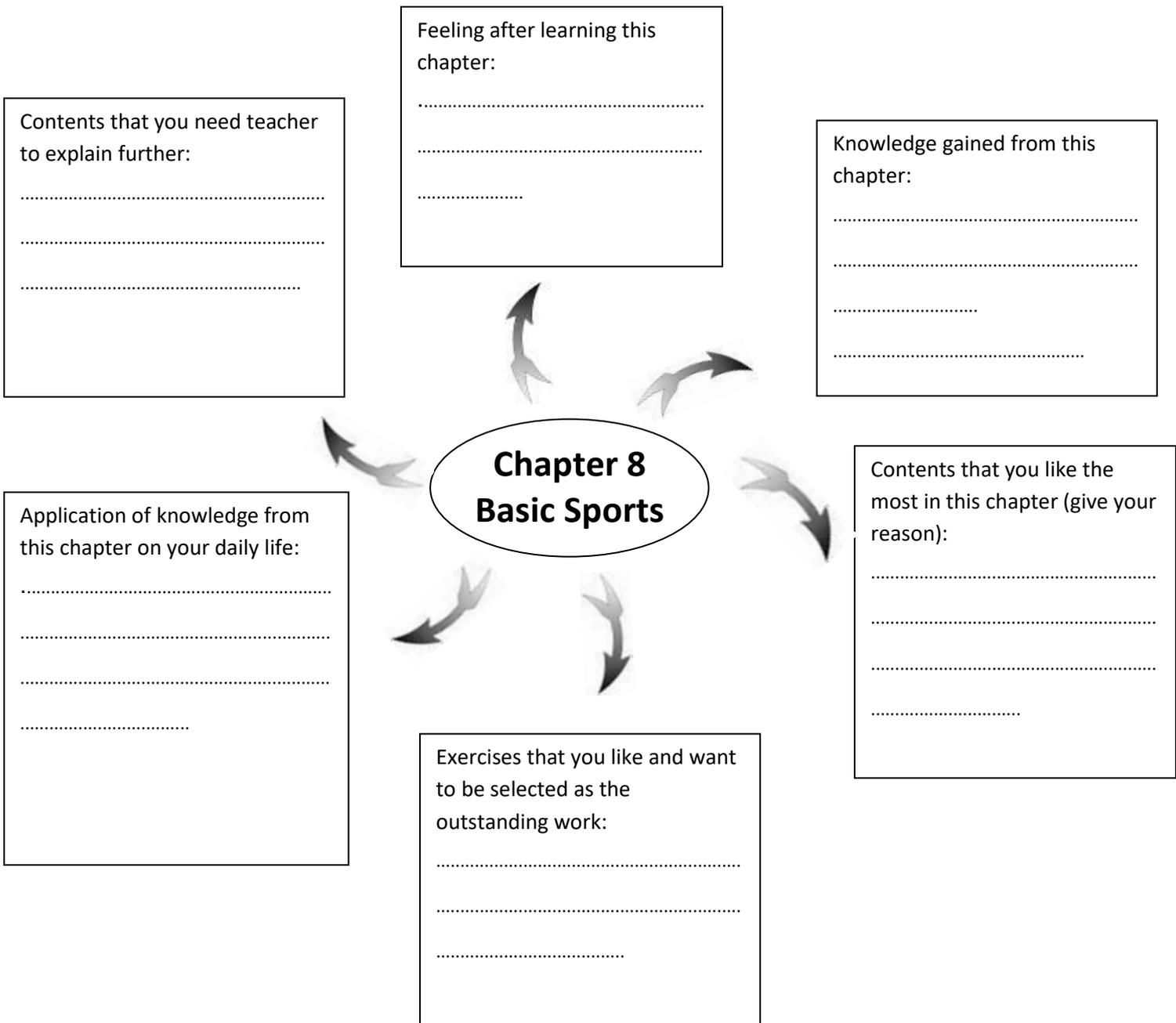


Name-Surname: **No.** **Pratomsuksa:**

..... **Date:**

Chapter 8 Basic Sports

Explanation: Summary of learning outcomes

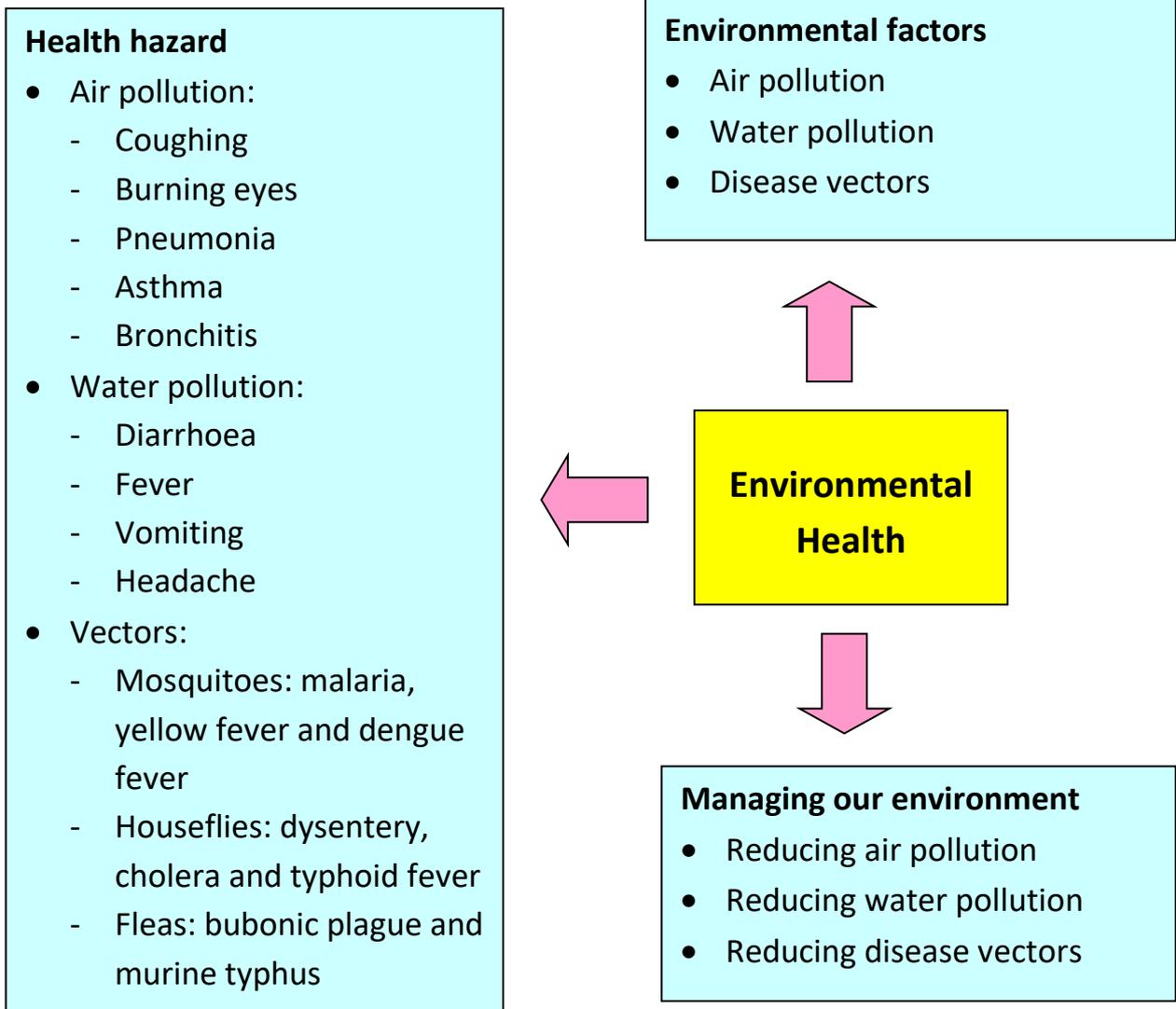


Chapter 9 – Environmental Health

Indicators and learning areas (7 hours)

Indicator	Learning Area
H4.1 Gr4/1 Explain relationship between the environment and health.	<ul style="list-style-type: none"><li data-bbox="1083 719 1347 815">• Environmental factors<li data-bbox="1083 913 1331 947">• Health hazard<li data-bbox="1083 1046 1331 1142">• Managing our environment

Conceptual Map



Learning Objectives

Students will be taught to:

1. Understand pollution.
2. Understand the relationship between environment and health.
3. Understand the importance of managing or environment.

Learning Outcomes

Students will be able to:

1. Know the different types of pollution.
2. Know what disease vectors are.
3. Know the health hazard of living in a polluted environment.
4. Know methods of managing the environment.

Learning Areas

- Environmental factors
- Health hazard
- Managing our environment

Teaching and Learning Activities

1st - 2nd hours (Environmental factors)

1. Divide the class into six groups. Ask the groups to discuss and present to the class on the topics: Air pollution, Water pollution and Disease vectors. Each topic will be shared by two groups. Make sure that the students use the ‘Wh-’ questions as a guide when preparing for the presentation. The ‘Wh-’ questions are:
 - (a) Who
 - (b) What
 - (c) Why
 - (d) Where

(e) When

(f) How

2. After the presentations are completed. Ask the students to compare and contrast the information for each topic presented by two groups.
3. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

3rd – 4th hours (Health hazard)

1. Show pictures of a polluted city and a picture of an unpolluted countryside. Let the students note the environmental differences between the two pictures.
2. Inform the students about the health of people living in the city compared to people living in the unpolluted countryside. Guide the students to understand that pollution causes health problems.
3. Give examples of sickness caused by pollution. Such examples are coughing, chest tightness, nausea, eye irritation, skin rash, diarrhoea and may more.
4. Explain to the students about the health hazard brought upon by living in a polluted environment. Refer to pages 89, 90 and 91.
5. Ask the students to write an essay on the health hazard brought upon by living in a polluted environment.
6. Then, ask the students to go home and find articles in the newspaper about diseases related to pollution. Make sure they read the articles and find at least one pollutant that may cause the disease. Ask them to paste the article in their notebooks.
7. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

5th – 6th hours (Managing our environment)

1. Make sure that the students understand the role that the environment plays in our lives.
2. Ask the students to read pages 91 to 94. Make sure that they fully understand the text. Elaborate to them about the ways and methods to reduce air pollution, water pollution and disease vectors.
3. Have a quiz with them to test their knowledge on managing the environment. Prepare 20 questions on the topic of managing the environment before the class. In the class, divide the class into four groups. Read out loud the questions. The first group to answer each question gets 5 points. The group with the most points will win.
4. Ask each student to make a poster to create awareness on pollution. Then, paste the posters around the school for everyone to see.
5. 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 94 and 95 to test their understanding of this chapter as their homework.

Emphasized Skills:

1. Brainstorming
2. Communicating
3. Comparing and Contrasting
4. Observing

Learning Materials:

1. Primary Education Smart+ Health and Physical Education P4
2. Pictures
3. Colour pencils/crayon/paint
4. Newspaper articles



Learning Outcome Form

Name-Surname: No. Prathomsuksa:

..... Date:

Chapter 9 Environmental Health

Explanation: Summary of learning outcomes

Feeling after learning this chapter:
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Contents that you need teacher to explain further:
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Knowledge gained from this chapter:
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Chapter 9
Environmental
Health

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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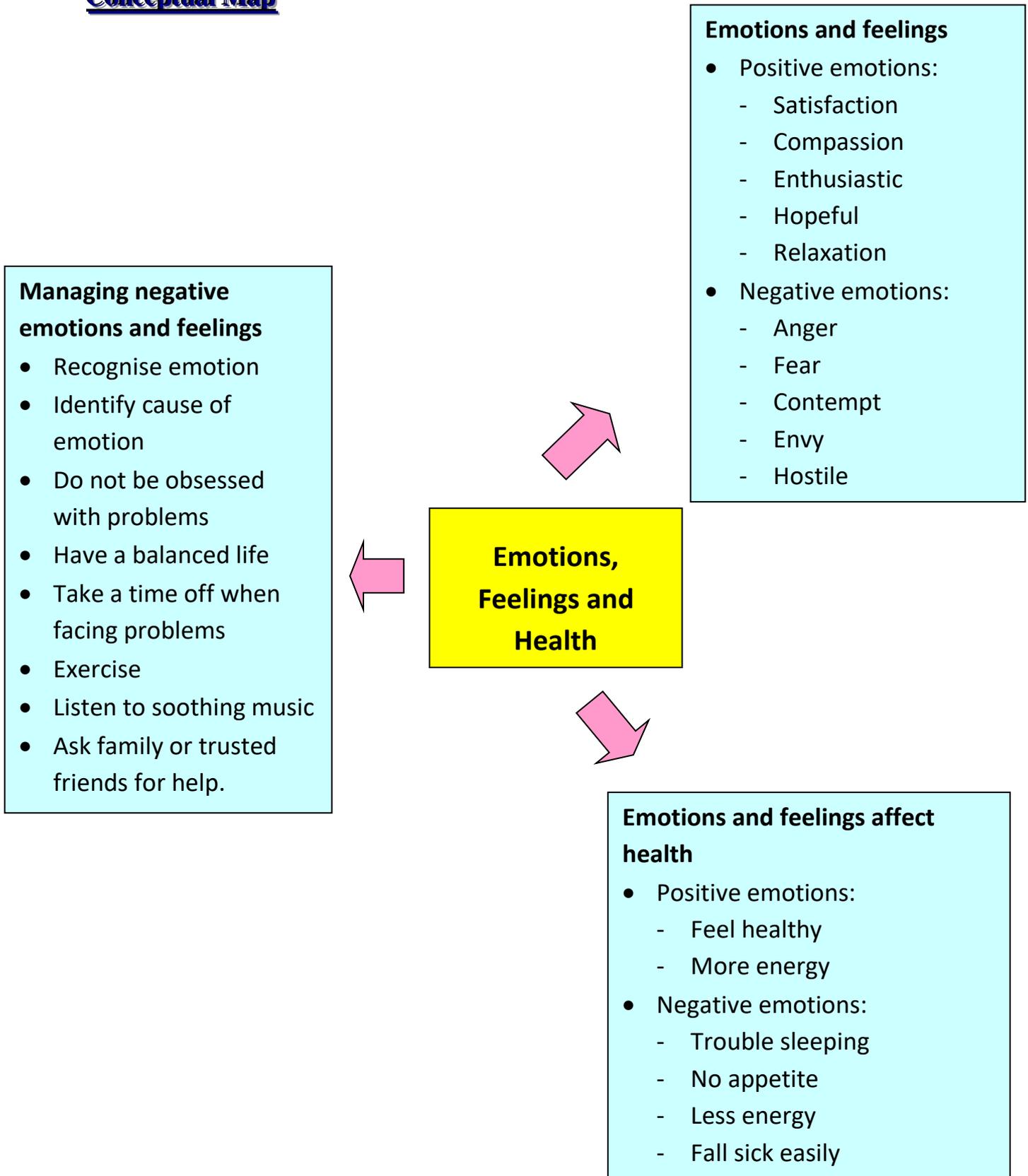
Application of knowledge from this chapter on your daily life:
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Chapter 10 – Emotions, Feelings and Health

Indicators and learning areas (6 hours)

Indicator	Learning Area
H4.1 Gr4/2 Explain the states of emotions and feelings affecting health.	<ul style="list-style-type: none">• Emotions and feelings• Emotions and feelings affect health• Managing negative emotions and feelings

Conceptual Map



Learning Objectives

Students will be taught to:

1. Understand emotions.
2. Understand how emotions affect health.

Learning Outcomes

Students will be able to:

1. Know how to classify emotions.
2. Know how to accept their emotions.
3. Know how to manage emotions.

Learning Areas

- Emotions and feelings
- Emotions and feelings affect health
- Managing negative emotions and feelings

Teaching and Learning Activities

1st - 2nd hours (Emotions and feelings)

1. Ask the class to act out these emotions and feelings:
 - (a) Happy
 - (b) Sad
 - (c) Angry
 - (d) Surprised
 - (e) Satisfied
 - (f) Fear
 - (g) Shame
 - (h) Proud

Which emotions make you feel good? Which emotions make you feel bad? Can they identify the emotions?

2. Ask the students to give examples of positive and negative feelings and emotions. Ask the student who suggested the emotions or feelings to write it on the board. Can the students tell the difference between positive and negative feelings?
3. Then, ask the students to write a story based on an emotion. Let them choose the emotion.
4. Explain to the students that a positive emotion is not necessarily good while a negative emotion is not necessarily bad. Give them examples.
5. Advise the students that they should not be ashamed of their feelings and emotions. Explain to them that feelings and emotions are part of being a human being and that everyone has them.
6. Advise the students to be understanding of other people's emotions. Let them know that they must not be overwhelmed by their emotions.
7. Carry out the activity in Activity Corner 1 on page 100 with the students.
8. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

3rd hour (Emotions and feelings affect health)

1. Ask the students if they have watched scary movies. Can they sleep at night? Does the lack of sleep affect their health? Do they feel tired and sick after that?
2. Ask the students to remember any time in the past when they felt sad. Did they feel sick? Did they feel like eating?
3. Ask the students to think about the times when they were happy. Did they feel sick? Did they feel full of energy? Did they notice that any pain felt less?

4. Explain to them how emotions and feelings affect our health. Inform them that positive feelings make us feel healthier while negative feelings make us feel sick. Refer to page 98.
5. Choose 6 volunteers from the class. Give them an emotion and ask them to act out the emotion and the effect of the emotion on the body and mind. The students may act out these emotions:
 - (a) Happy
 - (b) Sad
 - (c) Angry
 - (d) Scared/Fear
 - (e) Relaxed
 - (f) Envy/Jealous
6. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

4th – 5th hours (Managing negative emotions and feelings)

1. Do this activity with the students. Go through the list of negative feelings that the students have identified in the earlier lesson and use the following general model:

When I feel _____, I need more _____

For example;
 - (a) When I am feeling uninspired, I need more inspiration.
 - (b) When I am feeling impatient, I need to feel more patient.
 - (c) When I am feeling scared, I need to feel brave.
2. The activity helps students to identify how that can reduce the negative emotions by identifying the ideal emotion.
3. Do another activity with the students. Go through the list of negative feelings that the students have identified in the earlier lesson. Let the students think and remember when they experienced the negative

feelings. Ask the students to identify the reasons that made them have negative emotions and feelings. This exercise helps the students to understand why they experience the emotions.

4. Now that the students can identify and understand the reasons they feel the negative emotions, they must learn the appropriate solutions to avoid the negative emotions and feelings.
5. Discuss with the students on how to manage negative emotions and feelings. Let the students give out ideas and suggestions. Refer to pages 98 to 100.
6. Carry out the activity in Activity Corner 2 on page 100 with the students.
7. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

6th 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. Brainstorming
2. Communicating
3. Making inferences
4. Grouping and classifying
5. Visualising

Learning Materials:

1. Primary Education Smart+ Health and Physical Education P4



Learning Outcome Form

Name-Surname: No. Prathomsuksa:

..... Date:

Chapter 10 Emotions, Feelings and Health

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 10
Emotions, Feelings
and Health

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 11 – Food Labels

Indicators and learning areas (8 hours)

Indicator	Learning Area
H4.1 Gr4/3 Analyse data on labels of food and health products to make consumption choices.	<ul style="list-style-type: none">• Food labels• Choosing food products• Health product and medicine labels• Consuming health products and medicine

Conceptual Map

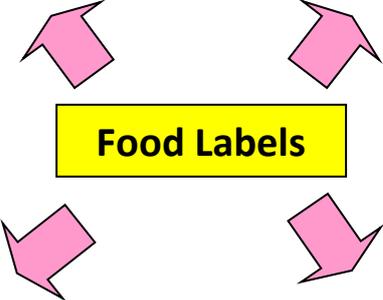
Food labels

- Common name of the food product
- Net weight of the food product
- Nutrition facts
- Expiry date
- Ingredients used in the food product
- Method of storage
- Name and address of manufacturer or distributors

Choosing food products

- Healthy diet
- Nutrition facts label
- Calorie
- Daily values for each nutrient in nutrition facts label

Food Labels



Consuming health products and medicines

- Read labels before consuming
- Understand the use of health product or medicine
- Understand the warnings, risks and other information regarding the health product or medicine
- Understand the number and frequency of dosage.

Health product and medicine labels

- Common name of health product or medicine
- Net amount and dosage form
- Supplement facts (for health products)
- Drug facts (for medicine)
- Expiry date
- Ingredients used
- Method of storage
- Name and address of manufacturer or distributors
- Directions and warnings

Learning Objectives

Students will be taught to:

1. Understand the importance of food labels.
2. Understand the importance of consuming food and medicine based on the labels.

Learning Outcomes

Students will be able to:

1. Know how to read food labels.
2. Extract dietary information from food labels.
3. Choose food products based on the dietary information on the food label.
4. Know how to read labels of medicine and health products.
5. Know to read the labels before consuming any medicine or health products.

Learning Areas

- Food labels
- Choosing food products
- Health product and medicine labels
- Consuming health products and medicine

Teaching and Learning Activities

1st hour (Food labels)

1. Ask the students to bring the labels for the following food products:

- (a) Milk
- (b) Cheese
- (c) Chocolate
- (d) Bread
- (e) Peanut butter

2. Then, ask the students to identify the:

- (a) Common name of the food product
- (b) Net weight of the food product
- (c) Nutrition facts
- (d) Expiry date
- (e) Ingredients used in the food product
- (f) Method of storage
- (g) Name and address of manufacturer or distributors.

The students may refer to pages 103 and 104.

3. Next, choose four volunteers and ask them to share the information they collected from two food labels with the class.

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

2nd – 4th hours (Choosing food products)

1. Show the students a chart or picture of the nutrition flag. Briefly explain about the nutrition flag to them. Make sure the students understand the classes of food and the suitable amount of food for consumption according to the classes of food. Ask the students to draw the nutrition flag in their notebooks.

2. Guide the students to understand the concept of a healthy diet. Make sure the students understand the effects of consuming too much or too little carbohydrates, protein and fats.
3. Ask the students to write a food diary to observe the amount and the types of food they consume. Do they consume healthy food? Do they have a balanced diet? Do they eat too much sugary food?
4. Guide the students how to read food labels and extract nutrition facts from it. Make sure that the students are fully able to understand the nutrition facts from food labels. This may take some time. Refer to pages 105, 106, 107 and 108.
5. Then, ask the students to extract nutrition facts from the food labels that they have brought. Ask the students to paste the food labels in their notebooks and to write down the nutrition facts that they have extracted.
6. Make sure that the students are aware of the suitable amount of daily calorie intake for children their age.
7. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

5th hour (Health product and medicine labels)

1. Explain to the students how to extract the following information from health product and medicine labels:
 - (a) Common name
 - (b) Net amount and dosage form
 - (c) Supplement facts (for health products)
 - (d) Drug facts (for medicine)
 - (e) Expiry date
 - (f) Ingredients used
 - (g) Method of storage

(h) Name and address of the manufacturer or distributors

(i) Directions and warnings.

Refer to pages 109 and 110.

2. Get labels from a health product and medicine. Make copies of the labels for the class. Distribute both labels to the students and ask them to extract the information stated above from the labels. Choose three volunteers to share the information they have extracted from both the labels with the class.
3. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

6th – 7th hours (Consuming health products and medicine)

1. Explain to the students that health products and medicine should be consumed with care and by reading the label first. Elaborate to the students that they must understand the use, warnings, and dosage frequency of health products and medicine before consumption. The information can be extracted from the labels. Refer to pages 110 and 111.
2. Using the health product and medicine labels from the previous lesson, ask the students to find:
 - (a) The use of the health product or medicine
 - (b) The warnings, risks and other information regarding the health product or medicine
 - (c) The number and frequency of dosage
3. Show a video to the class about the dangers of consuming health products without following the instructions on the labels. After watching the video, ask the students what lesson they have learned. Ask the students to write a short paragraph about the video.

4. 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 112 and 113 to test their understanding of this chapter as their homework.

Emphasized Skills:

1. Analysing
2. Observing
3. Conceptualising
4. Brainstorming

Learning Materials:

1. Primary Education Smart+ Health and Physical Education P4
2. Food, health product and medicine labels
3. Picture of nutrition flag
4. Video



Learning Outcome Form

Name-Surname: No. Prathomsuksa:

..... Date:

Chapter 11 Food Labels

Explanation: Summary of learning outcomes

Chapter 11 Food Labels

Feeling after learning this chapter:
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Contents that you need teacher to explain further:
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Knowledge gained from this chapter:
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Contents that you like the most in this chapter (give your reason):
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Exercises that you like and want to be selected as the outstanding work:
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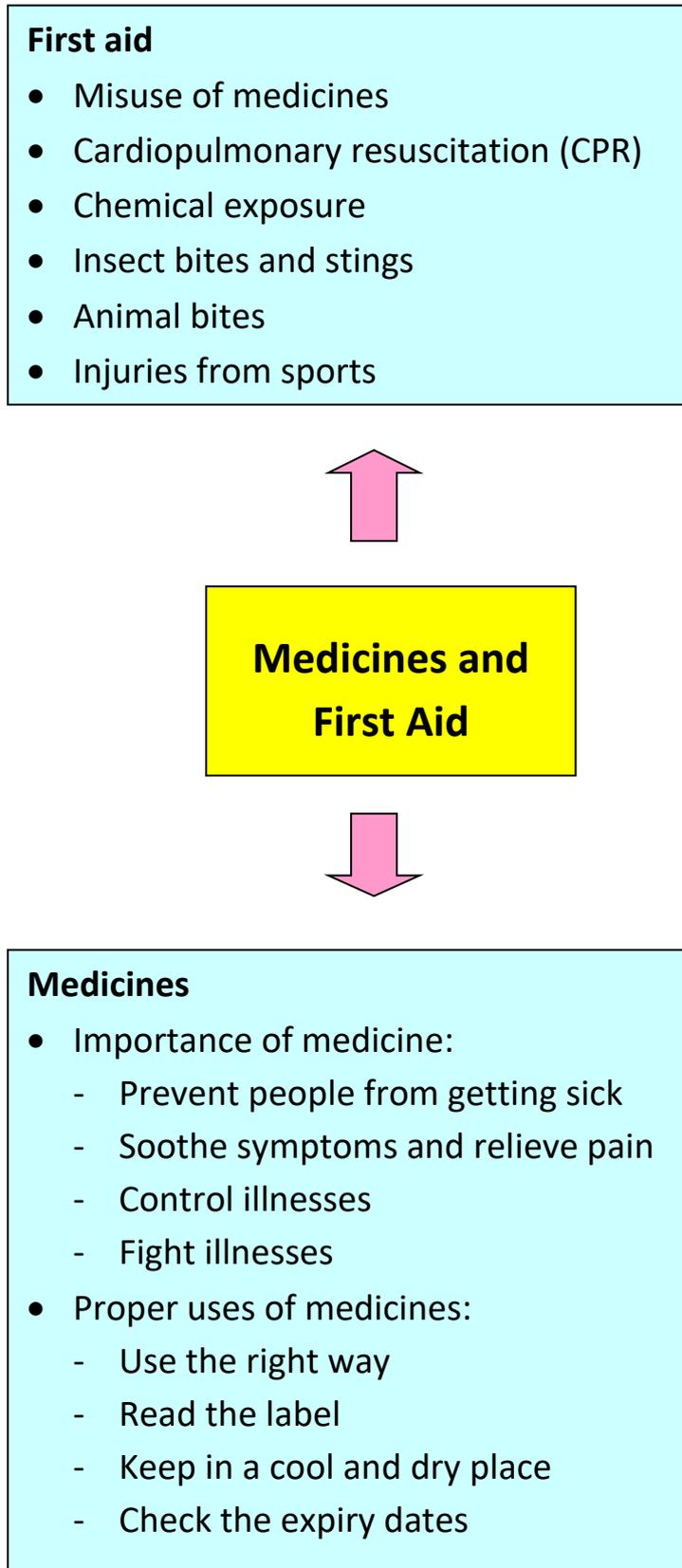
Application of knowledge from this chapter on your daily life:
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Chapter 12 – Medicines and First Aid

Indicators and learning areas (8 hours)

Indicator	Learning Area
H5.1 Gr4/1 Explain the importance of the use of addictive substances.	<ul style="list-style-type: none">• Medicines
H5.1 Gr4/2 Show methods of first aid treatment when harmed by misuse of medicines, chemicals, insect and animal bites, and injuries from playing sports.	<ul style="list-style-type: none">• First aid

Conceptual Map



Learning Objectives

Students will be taught to:

1. Understand the importance of medicine and the proper way to use it.
2. Understand the importance of first aid treatment.

Learning Outcomes

Students will be able to:

1. Know the importance of medicine.
2. Use medicines properly.
3. Perform cardiopulmonary resuscitation (CPR).
4. Give first aid treatment for misuse of medicine, chemical exposure, insect bites and stings and animal bites.

Learning Areas

- Medicines
- First aid

Teaching and Learning Activities

1st – 3rd hours (Medicines)

1. Ask the students if they have taken medicine before. Why did they take the medicine? Where did they get the medicine from?
2. Question the students about the origin of medicine. What is it made of? How long have people been using medicine?
3. Explain to the students that medicines or drugs are substances used to prevent or treat illnesses. Let them know that medicine can also be made of herbs. Herbs were the first medicine used by humans.

4. Give examples of medicinal drugs and their uses. Make sure the students take note of this. For example:
 - (a) Paracetamol – an analgesic used to relieve pain
 - (b) Astringent – causes constriction of body tissues and canals
 - (c) Guaifenesin – an expectorant that dissolves mucous and relieves respiratory difficulties
5. Give examples of medicinal herbs. Make sure the students take note. Examples of medicinal herbs are:
 - (a) Ginseng - help the body adapt to mental and emotional stress, fatigue, heat, cold, and even hunger
 - (b) Ginkgo Biloba - alternative medicine for Heart disease, Kidney disorders, Alzheimer's, Asthma
 - (c) Aloe Vera – helps to heal skin wounds
6. Explain to the students about prescription medicine and over-the-counter (OTC) medicine. Refer to page 115.
7. Explain to the students that medicine is very important in fighting diseases and keeping people healthy. Include the importance of medicine in soothing symptoms, relieving pain, controlling illnesses, and fighting illnesses. Refer to pages 115 and 116.
8. Divide the students into four groups. Assign each group with the task of gathering information about the diseases and medicines used based on the criteria below:
 - (a) Medicine that prevents illnesses
 - (b) Medicine that soothe symptoms and relieve pain
 - (c) Medicine that control illnesses
 - (d) Medicines that fight illnesses.
9. Ask the students to put their findings in a mind map and display it at the walls of the classroom.
10. Show the students a video on the proper usage of medicine.

11. Explain to the students on the proper use of medicine. Emphasise on reading the label, proper storage, proper application of medicine and the expiry date. Refer to pages 116 and 117.
12. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

4th – 7th hours (First aid)

1. Explain about first aid treatment to the students. Focus on its importance in helping a person with illness or in an accident. Warn the students that first aid treatment should be attempted only by someone who has done a first aid course and knows exactly what to do. Refer to page 117.
2. Bring a first aid kit and show it to the students. Let the students observe the contents of a first aid kit. Explain to the students about the items in the first aid kit and their uses. Advise the students that they should have a first aid kit in their house. It is very important and useful in case of an emergency.
3. Explain to the students about the misuse of medicines. Elaborate on the signs and symptoms and also the treatment. Refer to pages 117 and 118.
4. Have a mini course in the classroom to teach the students cardiopulmonary resuscitation (CPR). Bring in a representative from St John's Ambulance or the Red Crescent Society to teach the students CPR.
5. Explain to the students about chemical exposure. Make sure that the students are informed about the signs and symptoms. Teach them how to treat people with chemical exposure to the skin, eyes, inhaled chemicals and ingested chemicals. Refer to pages 120 and 121. Choose a volunteer and demonstrate the treatments.

6. Explain to the students about insect bites and stings. Tell them the signs and symptoms of insect bites and stings. Then, teach them how to treat insect bites and stings. Refer to page 122. Choose a volunteer and demonstrate the treatment.
7. Explain to the students about the signs and symptoms of animal bites. Then, teach them how to treat animal bites. Refer to page 123. Choose a volunteer and demonstrate the treatment.
8. Explain to the students about the signs and symptoms of injury from sports. Then, teach them how to treat the injuries. Refer to page 124. Choose a volunteer and demonstrate the treatment.
9. Prepare a quiz for the students. Test their knowledge on first aid treatment on chemical exposure, insect bites and stings, animal bites and injuries from sports.
10. 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 125 and 126 to test their understanding of this chapter as their homework.

Emphasized Skills:

1. Analysing
2. Observing
3. Brainstorming
4. Making Inferences.

Learning Materials:

1. Primary Education Smart+ Health and Physical Education P4
2. First aid kit
3. Video



Learning Outcome Form

Name-Surname: No. Prathomsuksa:

..... Date:

Chapter 12 Medicines and First Aid

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 12
Medicines and
First Aid

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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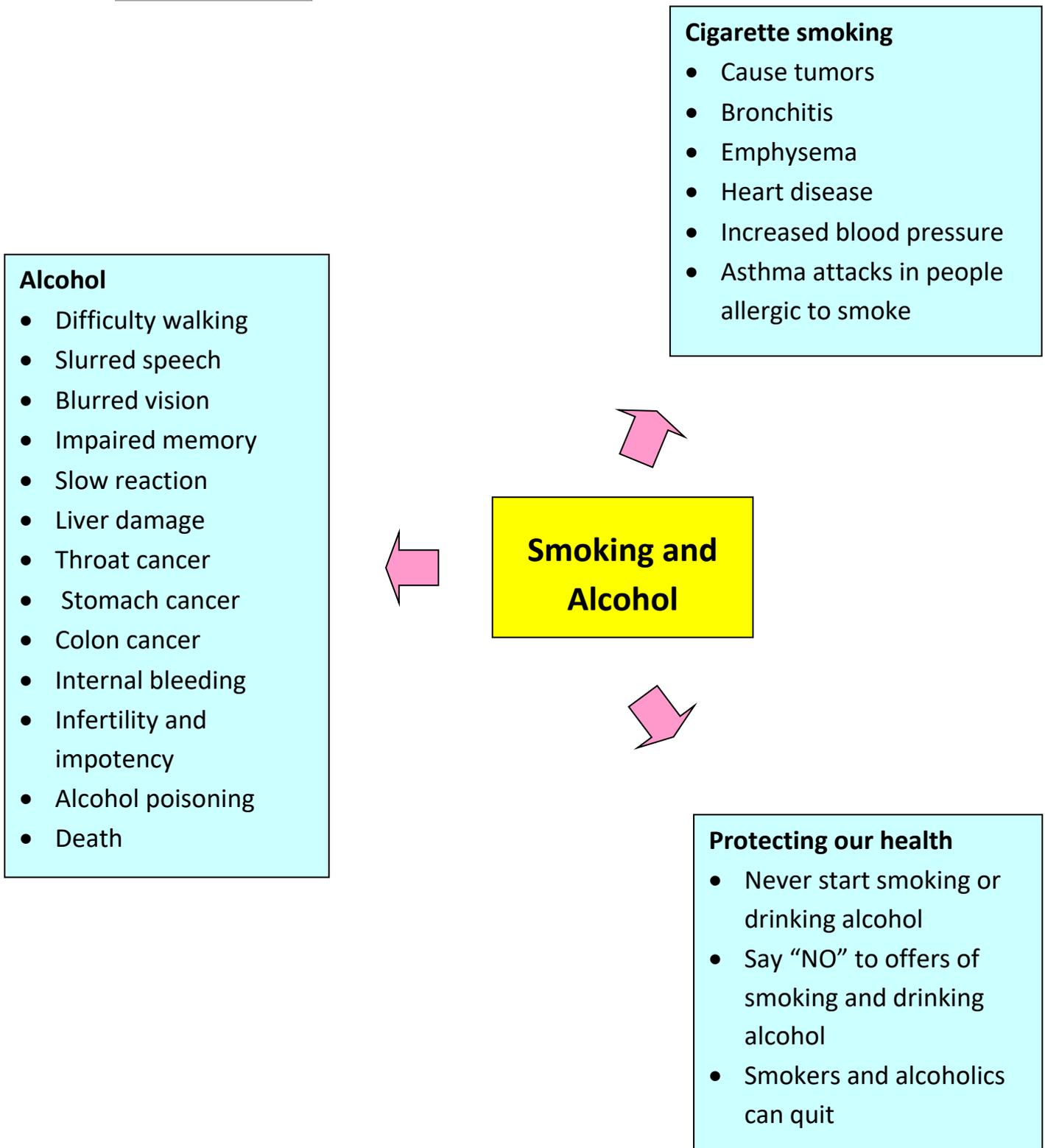
Application of knowledge from this chapter on your daily life:
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Chapter 13 – Smoking and Alcohol

Indicators and learning areas (7 hours)

Indicator	Learning Area
H5.1 Gr4/3 Analyse the damage of cigarette smoking and alcoholic drinks on health and analyse methods of protection.	<ul style="list-style-type: none">• Cigarette smoking• Alcohol• Protecting our health

Conceptual Map



Learning Objectives

Students will be taught to:

1. Understand the detrimental effects of cigarette smoking and drinking alcohol.
2. Understand the importance protecting our health.

Learning Outcomes

Students will be able to:

1. Know the dangerous chemicals found in cigarette smoke.
2. State the harmful effects of cigarette smoking.
3. Know the harmful effects of alcohol consumption.
4. Protect their health.

Learning Areas

- Cigarette smoking
- Alcohol
- Protecting our health

Teaching and Learning Activities

1st – 3rd hours (Cigarette smoking)

1. Show the students a picture of a cigarette. Ask the students what they know about smoking. Is smoking good for health? Do you know anyone who smokes? What are their feelings about cigarette smoking? Do they feel happy to see people smoking? Do they feel angry when they see people smoking?
2. Ask the students to read the table on page 128. Explain to them about the chemicals found in cigarette smoke.

3. Show the students the effect of cigarette smoking such as deformed babies, lung cancer, emphysema and so on. Show the students the picture of a healthy lung and the picture of a smoker's lungs. Let the students compare and contrast. (**Caution: Make sure that the pictures shown are not too scary. This might affect the students**)
4. Explain to the students about the harmful effects of smoking cigarettes. Refer to pages 128 and 129.
5. Ask the students to make a poster to raise awareness on the dangers of cigarette smoking. Paste these posters around the school.
6. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

4th – 5th hours (Alcohol)

1. Explain to the students about the formation of alcohol and how it is digested and absorbed in the body. Ask the students to observe the diagram in page 130 to understand how alcohol is digested and absorbed in the body. Refer to page 130.
2. Show the students a video on the harmful effects of alcohol to the body. After that, ask the students to note down the harmful effects of alcohol to the body.
3. Ask the students to remember a drunken person that they have seen. They may have seen the drunken person in real life, television or in movies. How was the behaviour of the drunken person? Was the drunken person behaving appropriately? Did the drunken person look safe to talk to? Was the drunken person speaking clearly?
4. Explain to the students about the damage that occurs to the liver, digestive system, heart and the reproductive system due to alcohol consumption. Refer to pages 131 and 132.

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

6th hour (Protecting our health)

1. Teach the students that the best way to protect or health is to never start smoking cigarettes or drinking alcohol.
2. Advise them that they should learn to say “NO!” to cigarette smoking and alcohol drinking. Help them understand that they should not give in to peer pressure and must have the strength to fight the temptation of smoking or drinking alcohol.
3. Give the students an acting exercise. Give them these situations:
 - (a) A friend offers you a cigarette and you are tempted to smoke it
 - (b) A friend forces you to smoke cigarettes
 - (c) You found a bottle of alcohol and you are tempted to drink it
 - (d) A friend forces you to drink alcohol

Ask the students to act out their reactions and how they will escape the situations above.

4. Explain to the students that it is extremely difficult to quit once they start smoking cigarettes or drinking alcohol. However, it is not impossible. Give them suggestions on how to quit smoking or drinking alcohol. Refer to pages 133 and 134.
5. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

7th hour (Conclusion)

1. Do a quick summary of this chapter with students.
2. Ask students to work on Fun Exercises on page 135 to test their understanding of this chapter as their homework.

Emphasized Skills:

1. Observing
2. Analysing
3. Problem solving
4. Evaluating
5. Generating ideas

Learning Materials:

1. Primary Education Smart+ Health and Physical Education P4
2. Videos
3. Pictures
4. Colour pencils/crayons/paint
5. Drawing papers



Learning Outcome Form

Name-Surname: No. Prathomsuksa:

..... Date:

Chapter 13 Smoking and Alcohol

Explanation: Summary of learning outcomes

