



Primary Education Smart+ Prathomsuksa

5

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 5/2 | |
|---------------------|---|
| H | Subject area of Health and Physical Education |
| 1.1 | First subject area, Standard 1 |
| Gr5/2 | Indicator 2 for Grade (Prathomsuksa)5 |

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 5 (Prathomsuksa 5)

8 chapters

80 hours

| Learning area | Duration (hours) |
|---|------------------|
| 1. Digestive System and Excretory System <ul style="list-style-type: none">• Digestive system• Excretory system | 11 |
| 2. Puberty <ul style="list-style-type: none">• Puberty• Coping with puberty | 6 |
| 3. Family and Friends <ul style="list-style-type: none">• The family | 7 |
| 4. Movements and Fitness <ul style="list-style-type: none">• Movements in sports• Physical fitness• Activities that improve physical fitness• Physical fitness test• Rhythmic activities | 12 |
| 5. Games and Sports <ul style="list-style-type: none">• Thai sports• International sports• Sports injuries• Recreational activities | 14 |
| 6. Health Promotion <ul style="list-style-type: none">• Principles of the National Health and Sanitation• Information on health• Common diseases | 11 |

| | |
|---|-----------|
| 7. Choosing Food and Health Products <ul style="list-style-type: none"> • Advertisements | 8 |
| 8. Drug Addiction <ul style="list-style-type: none"> • Causes of drug abuse • Effects of drug abuse • How to prevent drug abuse • Using medicines safely | 11 |

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 – Digestive System and Excretory System

Indicators and learning areas (11 hours)

| Indicator | Learning Area |
|---|---|
| H1.1 Gr5/1 Explain importance of digestive and excretory systems on health, growth and development. | <ul style="list-style-type: none">• Digestive system• Excretory system |
| H1.1 Gr5/2 Explain methods of taking care of digestive and excretory system for functioning. | <ul style="list-style-type: none">• Digestive system• Excretory system |

Conceptual Map

Digestive system

- Process of digestion:
 - Mouth (teeth)
 - Esophagus
 - Stomach
 - Small intestine
 - Large intestine
- Maintaining a healthy digestive system:
 - Eat on time (regular meals)
 - Chew food properly before swallowing
 - Consume a variety of vegetables, fruits and whole grains
 - Drink enough water



Digestive System and Excretory System



Excretory system

- Skin
 - Use mild soap and water to wash
 - Drink plenty of water and have a healthy diet
 - Seek medical advice when having skin problems
- Lungs
 - Do not smoke
 - Wear protective masks when working with chemicals
 - Regular exercise
- Kidneys
 - Drink plenty of water
 - Do not hold urine
 - Limit daily intake of salt and protein
 - Seek medical advice when having urinary problems

Learning Objectives

Students will be taught to:

1. Understand the importance of a healthy digestive and excretory system.

Learning Outcomes

Students will be able to:

1. Maintain healthy digestive and excretory systems.
2. Know the importance of digestive and excretory systems on health.

Learning Areas

- Digestive system
- Excretory system

Teaching and Learning Activities

1st – 5th hours (Digestive system)

1. Play a video about the simplified process of digestion for the students.
Make sure that the students take note on the important roles that the digestive organs play in the process of digestion.
2. Simplify the process of digestion by showing it to the students using everyday materials.
3. Explain to the students that digestion begins in the mouth. Food is grinded by the teeth and mixed with saliva. Refer to page 2. Take a few pieces of biscuits and start grinding and crushing them using a pestle and mortar. The grinding and crushing is similar to the action of the teeth in the mouth. Add water to the crushed biscuits until it forms a paste. The addition of water reflects the saliva in the mouth.
4. Next, explain to the students about the movement of food down the esophagus. Refer to page 2. Form a bolus using the paste and put it in a

clear rubber tube. The bolus is formed by the tongue. Contract and relax your fingers alternately to push the paste down the rubber tube to mimic the peristaltic movement of the esophagus.

5. Then, explain to the students about the stomach function and also the process that occurs. Inform the students that the stomach is also known as the mixing chamber. The food is mixed thoroughly with gastric juices to form chyme. Refer to page 2. Put the paste in a container and add water until it becomes liquid. Then, swirl the container gently. The container represents the stomach and the water represents the gastric juices. The action of swirling the contents reflects the mixing of food with gastric juices in the stomach.
6. After that, explain to the students about the addition of bile and pancreatic juices in the duodenum and absorption of nutrients in the small intestine. Elaborate on the absorption of water minerals and vitamins from what remains of the food. Refer to page 3.
7. Educate the students on the methods of maintaining a healthy digestive system. Refer to pages 3 and 4.
8. Explain to the students that if they do not take care of their digestive system, they would fall sick and may have diarrhoea, constipation, vomiting, peptic ulcers and much more.
9. Divide the students into groups of five. Assign each group with the task of explaining the causes and symptoms one illness or disease in the digestive system and suggest ways to prevent the illness from affecting us.
10. Ask the students to the exercise in Activity Corner 1 on pages 4 and 5.
11. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

6th – 10th hours (Excretory system)

1. Explain to the students briefly about the excretory system. Mention that the three excretory organs are the skin, the lungs and the kidneys.
2. Ask the students to observe their arms. What do they see? Do they see their skin?
3. Ask the students what will happen to them if they ran for 500 metres. Will they sweat? Where does the sweat come from?
4. Explain to the students about the structure and functions of skin. Refer to page 5.
5. Educate the students on the methods of keeping the skin healthy. Make sure they are aware on the importance of healthy skin. Refer to pages 5 and 6.
6. Explain to the students about the structure of the lungs. Include that the lungs help us breathe and taking in oxygen, which is necessary to keep us alive. Refer to pages 6 and 7.
7. Ask the students if they have ever breathed in smoke. Do they like it? Do they cough a lot?
8. Guide the students to understand that the lungs must be kept healthy for us to live happily and without any illness. Teach them on the methods to keep or lungs healthy.
9. Explain to the students about the structure of kidneys and the role it plays in excretion. Refer to page 8.
10. Teach them on the ways in keeping our kidneys healthy. Refer to page 9. They must understand that failure in both kidneys will result in death or life long dependency on dialysis.
11. Pick three volunteers from the class. Ask them to explain to the class about the methods to keep the excretory organs healthy.

12. Ask the students to draw a picture of their own self looking healthy.
Ask them to paste this picture in their rooms as motivation and a reminder to take care of their bodies.
13. Ask the students to do the exercise in Activity Corner 2 on page 9.
14. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

11th hour (Conclusion)

1. Do a quick summary of this chapter with students.
2. Ask students to work on Fun Exercises on pages 10 to 12 to test their understanding of this chapter as their homework.

Emphasized Skills:

1. Observing
2. Visualising
3. Relating
4. Predicting

Learning Materials:

1. Primary Education Smart+ Health and Physical Education P5
2. Video on digestion
3. Pestle and mortar
4. Rubber tube
5. Biscuits
6. Container
7. Color pencils/crayons



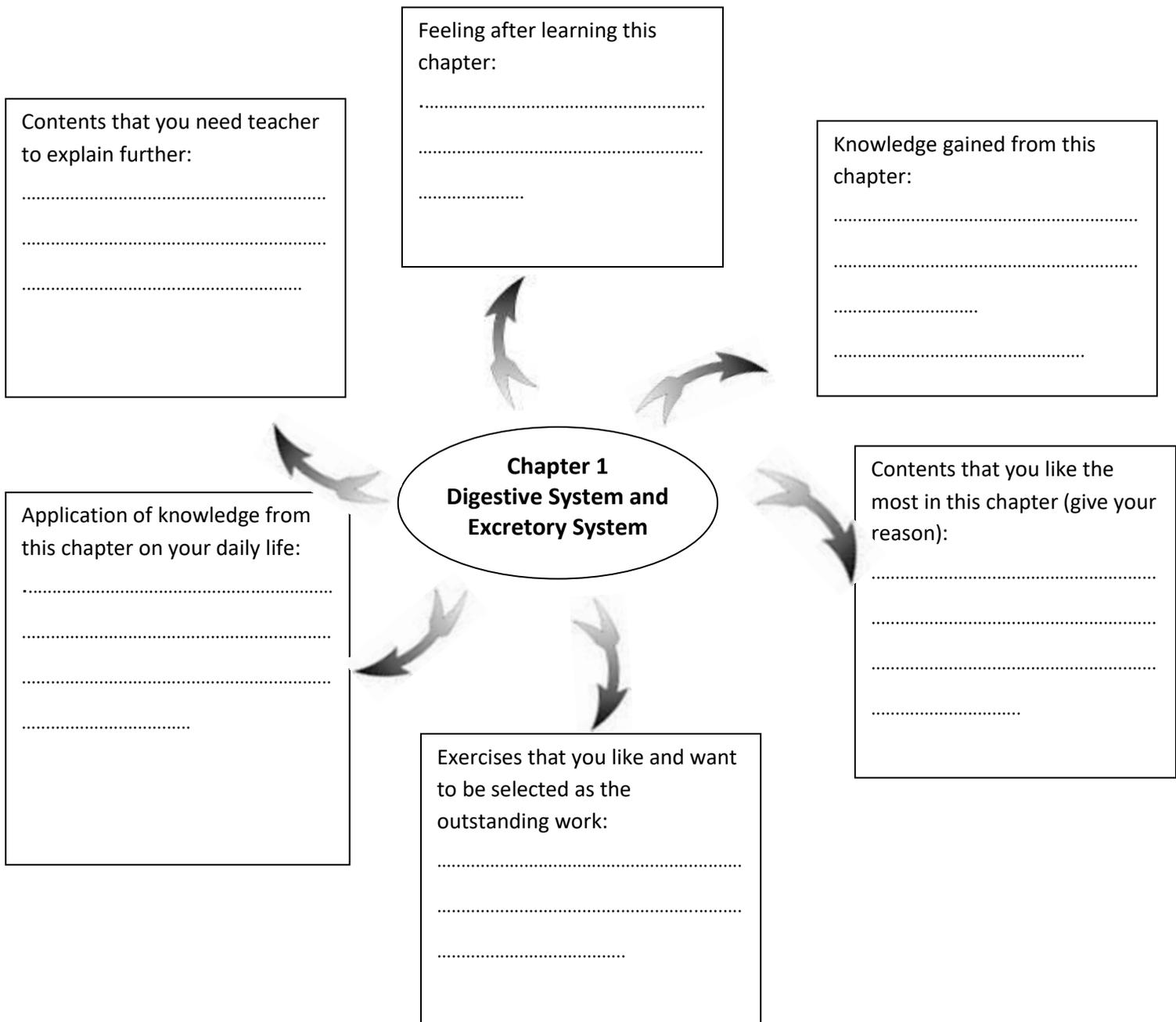
Learning Outcome Form

Name-Surname: No. Prathomsuksa:

..... Date:

Chapter 1 Digestive System and Excretory System

Explanation: Summary of learning outcomes



Chapter 2 – Puberty

Indicators and learning areas (6 hours)

| Indicator | Learning Area |
|---|--|
| H2.1 Gr5/1 Explain sexual changes and conduct themselves appropriately. | <ul style="list-style-type: none"><li data-bbox="1066 719 1225 757">• Puberty <li data-bbox="1066 880 1297 981">• Coping with puberty |

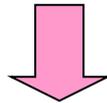
Conceptual Map

Puberty

- Physiological changes
- Psychological changes
- Behavioural changes



Puberty



Coping with Puberty

- Physiological changes:
 - Eat healthy food
 - Exercise regularly
 - Keep clean
 - Avoid alcohol and drugs
- Psychological changes:
 - Be positive
 - Relax
 - Accept others as they are
- Behavioural changes:
 - Maintain relationships with friends of the opposite sex
 - Develop social manners
 - Learn to be tolerant
 - Do not give in to peer pressure

Learning Objectives

Students will be taught to:

1. Understand the sexual changes occurring (puberty).
2. Understand how to accept the changes brought by puberty.

Learning Outcomes

Students will be able to:

1. Know the physiological, psychological and behavioural changes in puberty.
2. Know the ways to cope with the physiological, psychological and behavioural changes in puberty.

Learning Areas

- Puberty
- Coping with puberty

Teaching and Learning Activities

1st – 3rd hours (Puberty)

1. Show the students a video on puberty. Let them understand how puberty is brought about and why it happens.
2. Ask the students if they have noticed any change in their bodies since the past year. Did their bodies start changing shape? Do they start getting pimples?
3. Show the class a picture of a young boy and an adult man. What physical differences do they see? Now, show the class a picture of a young girl and a picture of an adult woman. What physical differences do they see? Let the class compare and contrast the pictures.

4. Explain about the physiological changes in puberty. Let them know that the changes are not the same for a male and a female. Refer to page 14.
5. Ask the students if they have noticed any changes in the way they think. Do they start feeling attraction for the opposite sex? Do they start worrying about their appearances?
6. Explain the psychological changes that occur during puberty. Tell them that everyone goes through the same experience. Refer to page 15.
7. Ask the students if they noticed any change in behaviour? Do they prefer spending time with their friends?
8. Explain about the changes that occur during puberty. Refer to page 15.
9. Ask the students to carry out the exercise in Activity Corner 1 on page 16.
10. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

4th – 5th hours (Coping with Puberty)

1. Advise the students on how to cope with puberty. Explain to them the ways to cope with the physiological, psychological and behavioural changes. Refer to pages 17 and 18.
2. Do this activity with the students. Ask the students to take a piece of paper and divide it into two columns. Then, ask them to list down all the things they like about themselves or feel thankful for in one column and all the things they dislike about themselves on another column. Let them compare the columns. Which column had more points? Ask the students to observe the column with the negative points. Do they notice that most of the points were tied to their emotions and might not be actual faults? Advise them to change the way they think about themselves. Now, ask them to observe the column with the positive

points. Ask them to paste this list in their room for them to see every day and contemplate on it.

3. Advise the students that they should always stay strong and they can come to the teachers or their parents if they have any problems.
4. Ask the students to do the exercise in Activity Corner 2 on page 19.
5. 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 20 and 21 to test their understanding of this chapter as their homework.

Emphasized Skills:

1. Observing
2. Comparing and contrasting
3. Analysing
4. Evaluating

Learning Materials:

1. Primary Education Smart+ Health and Physical Education P5
2. Pictures
3. Video



Learning Outcome Form

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

..... **Date:**

Chapter 2 Puberty

Explanation: Summary of learning outcomes

Contents that you need teacher to explain further:
.....
.....
.....

Feeling after learning this chapter:
.....
.....
.....

Knowledge gained from this chapter:
.....
.....
.....
.....

Chapter 2
Puberty

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

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

Application of knowledge from this chapter on your daily life:
.....
.....
.....
.....

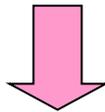
Chapter 3 – Family and Friends

Indicators and learning areas (7 hours)

| Indicator | Learning Area |
|--|--|
| H2.1 Gr5/2 Explain the importance of having a warm and family in accord with Thai culture. | <ul style="list-style-type: none">• The family |
| H2.1 Gr5/3 Specify desirable and undesirable behaviors in resolving conflicts in family and groups of friends. | <ul style="list-style-type: none">• The family |

Conceptual Map

Family and Friends



The Family

- Characteristics of an ideal family:
 - Good communication
 - Enjoy spending time together
 - Share common interests
 - All members contribute to the welfare of the family
 - Focus on the strength, not faults of one another
 - Care and show respect for each other
- Conflicts:
 - Disagreements between two or more people
 - Causes:
 - Broken trust, promise or faith
 - Miscommunication
 - Clashes of personalities
 - Ego
 - How to resolve conflicts:
 - Remain calm
 - Listen and try to understand opposing party
 - Consult a neutral third person
 - Reschedule another time to discuss it
 - Avoid behaviors that may lead to conflict
 - Respect one another and speak politely

Learning Objectives

Students will be taught to:

1. Understand the importance of having a warm family.
2. Understand the need to resolve conflicts in family and friends.

Learning Outcomes

Students will be able to:

1. Know the characteristics of an ideal family.
2. Know the causes of conflict.
3. Resolve conflicts and use them to improve relationships.

Learning Areas

- The family

Teaching and Learning Activities

1st – 6th hours (The Family)

1. Do an activity with the students. Ask the students to make a diorama of a happy family. Before they start, ask them to imagine that they are with their family are having fun in a wonderful place.
2. Use a shoebox without the lid. Ask the students to paint or color the interior of the box with the place that they have just imagined. Then, ask the students to draw figures of their family members looking happy. Instruct them to paste the figures on a piece of thin cardboard (like a cereal box) and cut out the figures. Make sure that they leave some extra cardboard on the bottom of the figures as a flap. Arrange the figures in the box and paste the bottom flap in place. Now, the students have a lovely diorama of their family looking happy in a cheerful place.

3. Ask the students what they think a happy family looks like. Ask them what their idea of an ideal family is. Let them think and give their opinion.
4. Explain to the student about the characteristics of an ideal family. Emphasise on the importance of communication between family members.
5. Inform them that spending time together creates an ideal family. Ask their opinion on what activities can be done together as a family.
6. Explain to them that all the family members should contribute to the welfare of the family. Elaborate on the other characteristics of an ideal family such as focusing on the strength of one another and to care and show respect for one another. Refer to pages 23 to 25.
7. Ask the students to do Activity Corner 1 on pages 26 and 27.
8. Ask the students to give their opinion on why conflicts occur. Let them discuss and give ideas.
9. Explain to the students that conflict arise from disagreements between two or more people. Emphasise to the students on the importance of trust, promise and faith. Let them know that conflict occurs when any of these are broken. Refer to pages 27 and 28.
10. Let the students know that miscommunication also give rise to conflict. Tell them that disagreements must be resolved quickly because disagreements left too long may lead to conflict. Refer to pages 28 and 29.
11. Elaborate to the students on how differing personalities and ego may give rise to conflict. Refer to page 29.
12. Advise the students to accept conflict as a part of life. They should not avoid conflicts but resolve them and use them to improve relationships.

13. Ask the students on suggestions to resolve conflict. Let them think and give their ideas.
14. Advise the students to remain calm during conflict. They must listen to the opposing party and try to understand them. They may also consult a neutral third person to help resolve conflicts.
15. Advise the students to avoid behaviours that may lead to conflicts.
16. Choose 6 volunteers and ask them to act out a scene in pairs where a conflict occurs and how they resolve the conflict.
17. Ask the students to do the exercises in Activity Corner 2 on pages 31 and 32.
18. 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 32 to 34 to test their understanding of this chapter as their homework.

Emphasized Skills:

1. Visualising
2. Generating ideas
3. Problem solving

Learning Materials:

1. Primary Education Smart+ Health and Physical Education P5
2. Shoebox
3. Cereal box
4. Color pencils/Crayons/Paint
5. Scissors
6. Glue



Learning Outcome Form

Name-Surname: No. Prathomsuksa:

..... Date:

Chapter 3 Family and Friends

Explanation: Summary of learning outcomes

Contents that you need teacher to explain further:
.....
.....
.....

Feeling after learning this chapter:
.....
.....
.....

Knowledge gained from this chapter:
.....
.....
.....
.....

Chapter 3
Family and
Friends

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

Application of knowledge from this chapter on your daily life:
.....
.....
.....
.....

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

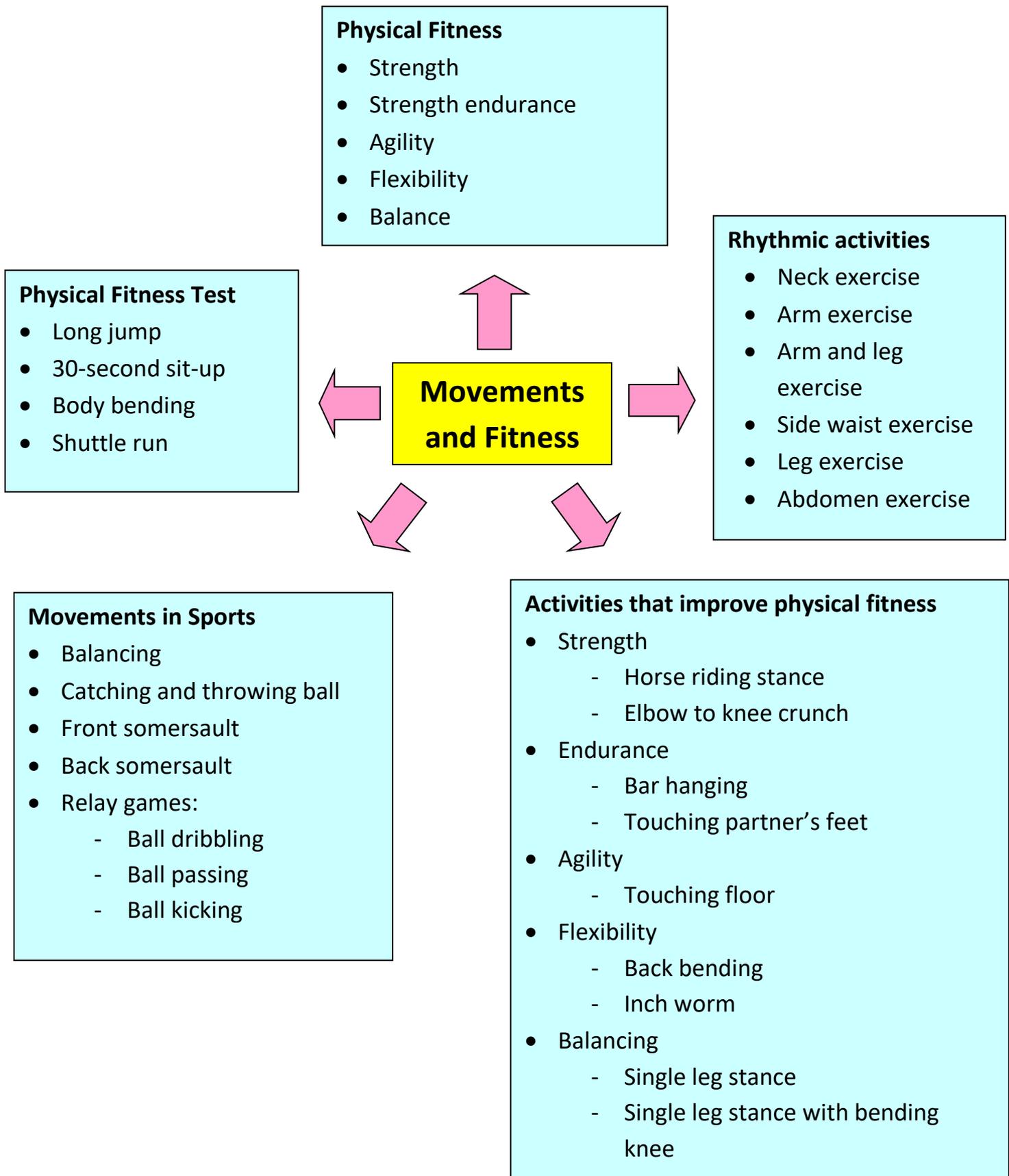
Chapter 4 – Movements and Fitness

Indicators and learning areas (12 hours)

| Indicator | Learning Area |
|---|--|
| H3.1 Gr5/1 Arrange patterns of integrated movements and control themselves when using kinaesthetic skills in accord with the patterns prescribed. | <ul style="list-style-type: none">• Movements in sports |
| H3.1 Gr5/2 Play games leading to chosen sports and kinaesthetic activities in relays. | <ul style="list-style-type: none">• Movements in sports |
| H3.1 Gr5/3 Control movements regarding accepting and using force and balance. | <ul style="list-style-type: none">• Movements on sports• Activities that improve physical fitness |
| H3.1 Gr5/4 Show mechanical skills in participating in physical activities and playing sports. | <ul style="list-style-type: none">• Movements in sports• Activities that improve physical fitness |

| | |
|--|---|
| <p>H3.2 Gr5/1 Do physical exercises by following patterns, play games requiring thinking skills and decision making.</p> | <ul style="list-style-type: none"> • Movements on sports |
| <p>H3.2 Gr5/2 Regularly play their favorite sports by creating a variety of alternatives for their own practice, and have sporting spirit.</p> | <ul style="list-style-type: none"> • Movements in sports |
| <p>H4.1 Gr5/5 Test and improve physical capacity from results of physical fitness testing.</p> | <ul style="list-style-type: none"> • Physical fitness • Activities that improve physical fitness • Physical fitness test |

Conceptual Map



Learning Objectives

Students will be taught to:

1. Understand movements and body control when using kinaesthetic skills.
2. Understand how to control movements regarding accepting and using force and balance.
3. Understand physical fitness.

Learning Outcomes

Students will be able to:

1. Balance themselves when playing games or sports.
2. Play games leading to chosen sports and kinaesthetic activities in relays.
3. Improve physical fitness.

Learning Areas

- Movements in sports
- Physical fitness
- Activities that improve physical fitness
- Physical fitness test
- Rhythmic activities

Teaching and Learning Activities

1st – 6th hours (Movements in Sports)

1. Conduct these physical activities on a field or in a hall. Ensure students wear suitable clothes and shoes for these activities.
2. The first activity is the balancing activity. The instructions are on page 36. Ask the students to answer the questions on page 37 in their notebook.
3. The second activity is ‘Catching and throwing ball’. Follow the instructions on page 37 to do this activity. Ask the students to answer the questions on page 38 in their notebooks.
4. The next activity is the ‘Front somersault’. Follow the instructions on page 38. (**Caution: This activity must be done on an exercise mat to prevent injury.**) Ask the students to answer the questions on page 39 into their notebooks.
5. After that, conduct the ‘Back somersault’ activity. Follow the instructions on page 39. (**Caution: This activity must be done on an exercise mat to prevent injury.**) Ask the students to answer the questions on page 40 into their notebooks.
6. Conduct some relay games. Relay games are fun, build teamwork and improve sport skills and responsibility in the students.
7. The first relay game is ‘Ball dribbling’. The instructions are on page 41. After the game, ask the students to answer the questions on page 41 in their notebooks.
8. The second relay game is ‘Ball passing’. Follow the instructions on page 42. After the game, ask the students to answer the questions on page 43 into their notebooks
9. The third relay game is ‘Ball kicking’. The instructions are on pages 43 and 44. After the game, ask the students to answer the questions on page 44 into their notebook.

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

7th hour (Physical Fitness)

1. Explain to the students about physical fitness. Define physical fitness as an overall measure of physical attributes. Elaborate on the physical attributes which are:
 - (a) Strength
 - (b) Strength endurance
 - (c) Agility
 - (d) Flexibility, and
 - (e) Balance
2. Make sure the students fully understand the meaning of each physical attribute.
3. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

8th – 9th hours (Activities that Improve Physical Fitness)

1. Conduct these physical activities on a field or in a hall. Ensure students wear suitable clothes and shoes for these activities.
2. Do these activities with the students to improve strength:
 - (a) Horse riding stance
 - (b) Elbow to knee crunchFollow the instructions on page 45.
3. Do these activities with the students to improve endurance:
 - (a) Bar hanging
 - (b) Touching partner's feet (**Caution: This activity must be done on an exercise mat to prevent injury.**)

Follow the instructions on page 46.

4. The 'Touching floor' activity is to improve the agility. Ask the students to do this activity. The instructions are on page 47.
5. Flexibility can be improved using these activities:
 - (a) Back bending
 - (b) Inch wormThe instructions are on pages 47 and 48.
6. These activities can improve balance:
 - (a) Single leg stance
 - (b) Single leg stance with bending kneeThe instructions are on pages 48 and 49.
7. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

10th hour (Physical Fitness Test)

1. Conduct a physical fitness test for the students. Carry out the following tests:
 - (a) Long jump
 - (b) 30-second sit-up
 - (c) Body bending
 - (d) Shuttle runFollow the instructions on pages 49, 50 and 51.
2. Ask the students to do a report on the physical fitness test as shown in Activity Corner on page 52.
3. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

11th hour (Rhythmic activities)

1. Explain to the students about rhythmic activities. Ask the students to sit quietly and explain that you are going to do a classroom experiment involving exercise.
2. On the flipchart or whiteboard, draw a vertical line down the middle. Label one column “before” and the other “after”.
3. Ask the students to describe their feelings right now as they are asked to sit quietly. Encourage them to pay attention to what kind of mood they are in, what their bodies are telling them, and how much energy they have. They may say things like calm, tired, nervous, bored, comfortable and so on. Whatever they say is fine as long as they are saying what they actually feel. Write these words or phrases in the “before” column.
4. Lead the students to do a variety of exercises by following the book page 53-58.
5. Now let them tell how they are feeling after exercise. Write the words in the “after” column. They may say things like alert, awake, happy, full of energy, excited.
6. Talk about the activity. Give the students information on the positive health benefits of exercise:
 - It helps your body maintain overall good health.
 - It helps build and maintain healthy bones and muscle.
 - It increases flexibility.
 - It feels good, if done right.

12th hour (Conclusion)

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

Emphasized Skills:

1. Teamwork
2. Fitness
3. Sportsmanship

Learning Materials:

1. Primary Education Smart+ Health and Physical Education P5
2. A book
3. A few balls
4. Stopwatch
5. Exercise mats
6. Cones



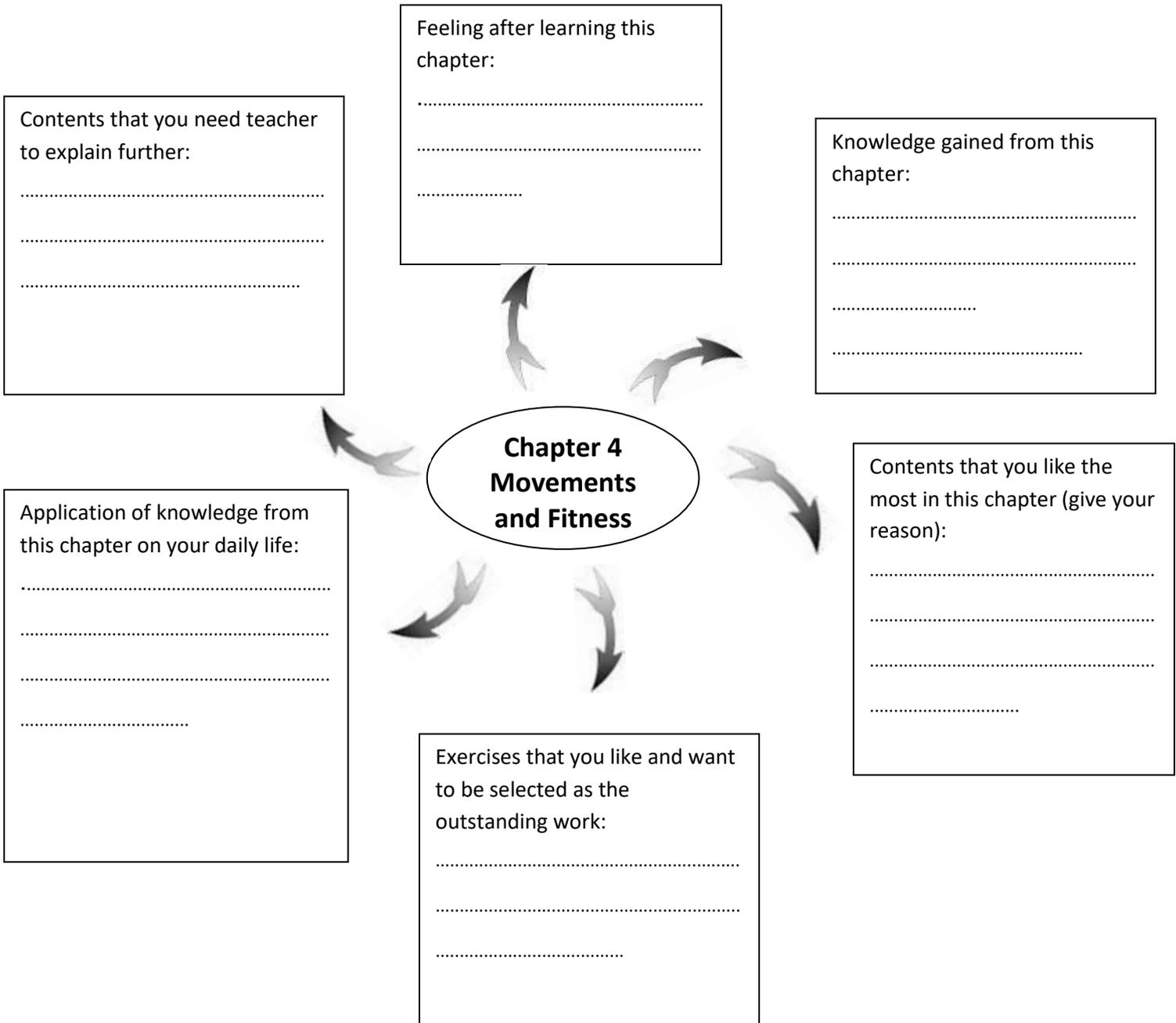
Learning Outcome Form

Name-Surname: No. Prathomsuksa:

..... Date:

Chapter 4 Movements and Fitness

Explanation: Summary of learning outcomes



Chapter 5 – Games and Sports

Indicators and learning areas (14 hours)

| Indicator | Learning Area |
|---|--|
| H3.1 Gr5/4 Show mechanical skills in participating in physical activities and playing sports. | <ul style="list-style-type: none">• Thai sports• International sports |
| H3.1 Gr5/5 Can play Thai and international sports as individuals and in teams, one of each kind. | <ul style="list-style-type: none">• Thai sports• International sports |
| H3.1 Gr5/6 Explain principles and participate in at least one recreational activity. | <ul style="list-style-type: none">• Recreational activities |
| H3.2 Gr5/2 Regularly play their favorite sports by creating a variety of alternatives for their own practice, and have sporting spirit. | <ul style="list-style-type: none">• Thai sports• International sports |

| | |
|--|---|
| <p>H3.2 Gr5/3 Observe rules and regulations of playing games and Thai and international sports in accord with the respective kinds of sports played.</p> | <ul style="list-style-type: none"> • Thai sports • International sports |
| <p>H3.2 Gr5/4 Observe their own rights, do not infringe on those of others and accept individual differences in playing games and Thai and international sports.</p> | <ul style="list-style-type: none"> • Thai sports • International sports |
| <p>H5.1 Gr5/5 Conduct themselves for protection from harm from playing sports.</p> | <ul style="list-style-type: none"> • Sports injuries |

Conceptual Map

Thai Sports

- Muay Thai
- Thai Circle Takraw

International Sports

- Table tennis
- Football

Games and Sports

Sports Injuries

- Select appropriate exercise/games based on sex and age
- Have a health check before playing
- Maintain the quality of the equipment
- Use protective gear when playing
- Warm up before playing
- Never overdo
- Understand and follow closely the rules and regulations

Recreational activities

- Bowling at home
- Jumping like a frog

Learning Objectives

Students will be taught to:

1. Understand the principles of Thai and international sports.
2. Understand the rules and regulations of Thai and international sports.
3. Understand the importance of preventing sports injuries.

Learning Outcomes

Students will be able to:

1. Play Thai and international sports as individuals and in teams, one of each kind.
2. Play at least one recreational activity.
3. Observe rules and regulations of playing games and Thai and international sports.
4. Avoid sports injuries.

Learning Areas

- Thai sports
- International sports
- Sports injuries
- Recreational activities

Teaching and Learning Activities

1st – 5th hours (Thai Sports)

1. The students must learn at least one individual and at least one team Thai sports.
2. The Thai individual sport to teach the students is Muay Thai.
3. Before the students can learn how to do Muay Thai, they must first learn the rules and regulations of the game. Explain to the students about a Muay Thai match. Elaborate on the scoring, length of the match, fouls and rules. Refer to page 64.
4. Make sure that the students are familiar with the rules and regulations. Have a short quiz to test their knowledge on Muay Thai. Emphasise to the students on the importance of knowing the rules and regulations of any game or sports before playing.
5. Now that the students are familiar with the rules and regulations of Muay Thai, it is time to teach them the basic techniques of Muay Thai.
6. Conduct these physical activities on a field or in a hall. Ensure students wear suitable clothes and shoes for these activities.
7. Give each student a pair of boxing gloves. Make sure that the gloves are worn properly and not too big or too small for the students' hands.
8. Ask the students to make two horizontal straight lines facing you and make sure that they are at least an arm's length away from the person next to them. Instruct the students in the front row to take 5 steps forward to create a safe distance between the front row and back row.
9. Now, start by teaching them the basic techniques. The first is the guarding posture. Demonstrate how to do the guarding posture.

Check each student to make sure that they are standing in the right posture. Refer to page 60.

10. Now, teach them the punching techniques, which are:

- (a) Straight punch
- (b) Jab
- (c) Uppercut
- (d) Hook

Demonstrate how to do each punch. Check the students each time to make sure that they are doing the techniques correctly before proceeding to the next punching technique. Refer to pages 60 and 61.

11. Move on to teach the students about the elbow techniques, which are:

- (a) Elbow slash (Sok Ti)
- (b) Uppercut elbow (Sok Ngat)
- (c) Spinning Elbow (Sok Klap)

Demonstrate how to do the elbow techniques. Check the students each time to make sure that they are doing the techniques correctly before proceeding to the next technique. Refer to page 62.

12. Next is the kicking techniques, which are:

- (a) Straight kick (Te)
- (b) Straight foot-thrust (Thip)

Demonstrate how to do each kick. Check the students each time to make sure that they are doing the techniques correctly before proceeding to the next kicking technique. Refer to page 63.

13. After that, demonstrate to the students how to do the kneeing technique. Check the students to make sure that they are doing the kneeing technique correctly. Refer to page 63.

14. The students now know the basic techniques in Muay Thai. Ask them to form groups of four. In each group, ask the students to partner up and practise the basic techniques on each other. One pair of partners will practice on each other while the other pair will observe and check for mistakes. At every 10-minute interval, ask the partners to switch places. **(Caution: Make sure that the students do not punch, elbow, kick or knee their partners hard. They can only hit softly.)**
15. For the next lesson, have a Muay Thai match for the students. Let them get the experience of playing Muay Thai in a match complete with the rules, scoring, judges and a referee. **(Caution: Make sure that the students do not punch, elbow, kick or knee their opponents hard. They can only hit softly.)**
16. The Thai team sport to teach the students is Thai Circle Takraw.
17. Before the students can learn how to play Thai Circle Takraw, they must first learn the rules of the game. Explain to the students about the Thai Circle Takraw game. Elaborate on the number of players, scoring, length of the game and the court for playing. Refer to pages 66 and 67.
18. Make sure that the students are familiar with the rules. Have a short quiz to test their knowledge on Thai Circle Takraw. Emphasise to the students on the importance of knowing the rules and regulations of any game or sports before playing.
19. Now that the students are familiar with the rules of Thai Circle Takraw, it is time to teach them the basic techniques of Thai Circle Takraw.
20. Conduct these physical activities on a field or in a hall. Ensure students wear suitable clothes and shoes for these activities.

21. Give each student a Thai Circle Takraw ball and ask them to stand in a big circle. Make sure that the students have a distance of at least an arm length away from each other.

22. These are the basic techniques in a Thai Circle Takraw game:

(a) Ready posture

(b) Inside kick

(c) Front kick

(d) Header

(e) Knee kick

Demonstrate each of these basic techniques to the students. Make sure that they are doing the techniques correctly. Correct the students if they did any mistake. Refer to pages 65 and 66.

23. For the next lesson, have a Thai Circle Takraw game for the students. Let them get the experience of playing a Thai Circle Takraw game with scoring, rules and referees.

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

6th – 11th hours (International Sports)

- 1.** The students must learn at least one individual and at least one team international sports.
- 2.** The international individual sport to teach the students is table tennis.
- 3.** Explain to the students about table tennis. Focus on the table, net and post, ball and racket. Refer to pages 67 and 68.
- 4.** Explain to the students about the scoring system of the game. Refer to page 70.
- 5.** Conduct these physical activities on a field or in a hall. Ensure students wear suitable clothes and shoes for these activities.

6. Give each student a racket. First, teach the students how to grip the racket. Show them the two gripping styles which are shake-hand grip and preholder grip. Refer to pages 68 and 69.
7. Then, teach the students about the basic styles in table tennis. Start with the basic posture. Show the students how to do the basic posture.
8. After that show the students how to do the forehand techniques, backhand techniques and service. There are two kinds of services, which are forehand service and backhand service.
9. When showing the students how to do the basic techniques, make sure the students are doing them correctly. Help the students correct any mistake. Refer to pages 69 and 70.
10. Ask the students to find a partner and start playing the game with proper scoring.
11. The international team sport to teach the students is football.
12. Explain to the students about football. Focus on the field, goals and ball. Refer to pages 71 and 72.
13. Ask the students to draw the diagram of the football field on page 71 in their notebook. Make sure that the students remember the location of the center circle, center spot, half-way line, goal and penalty area.
14. 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 prevent injuries from happening and to make sure the game is played fairly.
15. Ask the students to read the rules of football on page 74 and explain about it to them, focusing on scoring and offences. Then, do a short quiz to make sure the students are well versed with the rules.
16. Conduct these physical activities on a field or in a hall. Ensure students wear suitable clothes and shoes for these activities.

17. Ask the students to stand in a straight line facing you. Make sure that the students have a distance of at least at arm's length from each other. If there are too many students, divide them into two groups. Teach the first group and let them practice while you teach the second group.
18. Teach the students about the basic techniques in football, which are:
- (a) Sole kick
 - (b) Instep kick
 - (c) Head kick
 - (d) Ball controlling
 - (e) Ball stopping
 - (f) Throw-in
 - (g) Scoring a goal
 - (h) Defending the goal

Demonstrate each of these techniques to the students. Correct the students if they do mistakes. Refer to pages 72 and 73.

19. After that, let the students practise the basic techniques. Watch them carefully and help anyone who struggles or does mistakes.
20. Ask the students to complete the task in Activity Corner 1 on page 75.
21. For the next lesson, organise a football match for the students. Let them play the game with scores, rules and a referee.
22. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

12th hour (Sports Injuries)

1. Explain to the students about sports injuries. Emphasise on the dangers of sports injuries and the importance in preventing them.
2. Show the students pictures of injuries that can occur in sports.
3. Teach them the ways to prevent sports injuries. Refer to page 76.
4. Ask the students to complete the task in Activity Corner 2 on page 76.

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

13th hour (Recreational Activities)

1. Explain to the students about recreational activity. Refer to page 78.
2. Conduct these physical activities on a field or in a hall. Ensure students wear suitable clothes and shoes for these activities.
3. Let the students play these two recreational activities:
 - (a) Bowling at home
 - (b) Jumping like a frog
4. The instructions for the games are on page 79.
5. Then, ask the students to do the activity in Activity Corner 3 on page 80.
6. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

14th hour (Conclusion)

1. Do a quick summary of this chapter with students.
2. Ask students to work on Fun Exercises on pages 81, 82 and 83 to test their understanding of this chapter as their homework.

Emphasized Skills:

1. Team spirit
2. Patience
3. Observing
4. Sporting spirit

Learning Materials:

1. Primary Education Smart+ Health and Physical Education P5
2. Boxing gloves
3. Thai Circle Takraw ball
4. Table tennis racket
5. Tennis table
6. Football
7. Pictures
8. Plastic bottles
9. Cones



Learning Outcome Form

Name-Surname: No. Prathomsuksa:

..... Date:

Chapter 5 Games and Sports

Explanation: Summary of learning outcomes

**Chapter 5
Games and
Sports**

Feeling after learning this chapter:
.....
.....
.....

Contents that you need teacher to explain further:
.....
.....
.....

Knowledge gained from this chapter:
.....
.....
.....

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

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

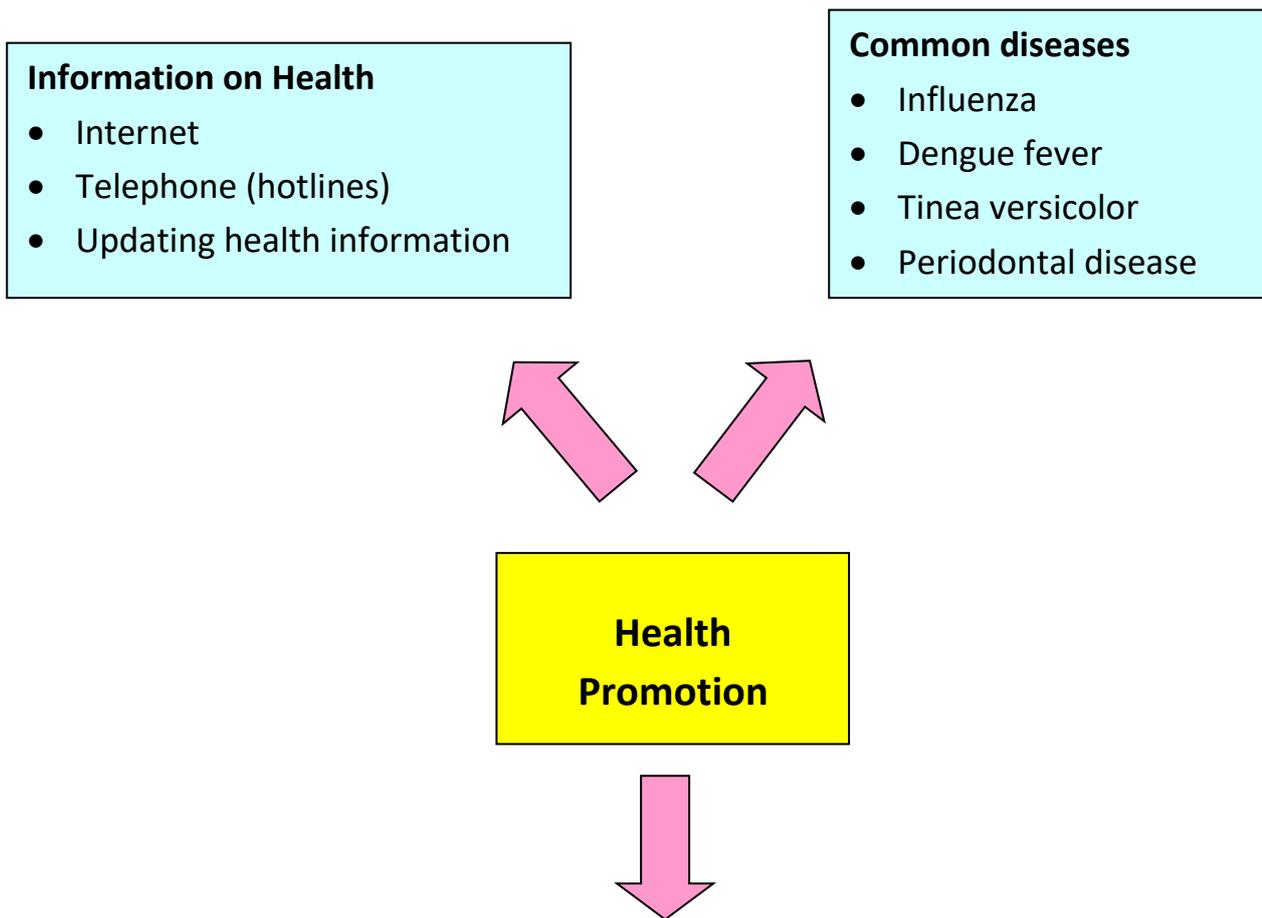
Application of knowledge from this chapter on your daily life:
.....
.....
.....

Chapter 6 – Health Promotion

Indicators and learning areas (11 hours)

| Indicator | Learning Area |
|---|--|
| H4.1 Gr5/1 Show behaviours that recognise the importance of observing the principles of the National Health and Sanitation. | <ul style="list-style-type: none">Principles of the National Health and Sanitation |
| H4.1 Gr5/2 Search for data and information for health strengthening. | <ul style="list-style-type: none">Information on health |
| H4.1 Gr5/4 Observe requirements for self-protection from diseases frequently found in daily life. | <ul style="list-style-type: none">Disease prevention |

Conceptual Map



Principles of the 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 the importance of observing the principles of the National Health and Sanitation.
2. Understand the importance of disease prevention.

Learning Outcomes

Students will be able to:

1. List and elaborate the 10 principles of the National Health and Sanitation.
2. Gather information on health through various sources.
3. Recognise the symptoms of common infectious disease and know the methods of prevention and treatments.

Learning Areas

- Principles of the National Health and Sanitation
- Information on health
- Common diseases

Teaching and Learning Activities

1st – 6th hours (Principles of the National Health and Sanitation)

1. Introduce the principles of the National Health and Sanitation to the students. The 10 principles of the National Health and Sanitation are:
 - (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.
2. Ask the students how they keep their bodies clean. How many times do they shower in a day? How many times do they wash their hair in a week? Do they use the toilet regularly (defecate)? Do they have long nails?
 3. Explain to the students about the importance of keeping our body clean. Advise them to shower 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. Elaborate on keeping personal items clean and storing them properly. Refer to page 85.
 4. Ask the students how many times they brush their teeth in a day. Do they brush their teeth before going to bed? Do they use floss after meals? Do they regularly go to the dentist to get their teeth checked?
 5. Show them the right way to brush teeth. Bring a model of the teeth and a toothbrush. First, put toothpaste that contains fluoride on the toothbrush. Brush the front teeth in an upwards and downwards stroke. Brush with downward strokes on the upper teeth. The interior of the upper teeth should also be brushed with downward strokes. Brush the

lower teeth with upward strokes. Repeat this on the interior side of the lower teeth. Next, brush the tops of the upper and lower teeth at the back of the mouth. After that, brush the tongue. Finally, rinse the mouth with clean water.

6. Explain to them that brushing our teeth too hard will injure the gums and cause the tooth enamel to wear off. Advise them to brush their teeth gently using soft-bristled toothbrush and toothpaste that contains fluoride.
7. 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 86.
8. Show the students the correct way to wash our hands. Refer to page 87 for the steps.
9. Advise the students to wash their hands often, especially after using the toilet, playing with pets and before meals. Refer to page 86.
10. Ask the students what their favourite food is. Is it healthy? Is it sweet? Do they eat it a lot?
11. Elaborate on having freshly cooked food and avoiding excessively flavoured food. Refer to pages 87 and 88.
12. Advise the students to not get involved in unhealthy activities such as smoking cigarettes, drinking alcoholic drinks, taking drugs, gambling and unsafe sex. Refer to page 88.
13. Advise the students to build and maintain a happy family. Tell them that they should do activities with their family, show their love for their family and share things. Refer to page 88.

14. Ask the students if they have ever had an accident before. Was it a small accident or a big accident? Were they hurt seriously? How did the accident happen?
15. Get a volunteer to share the story of their accident with the other students.
16. Advise the students to always be careful to avoid accidents. Tell them the ways to be careful at different places. Refer to page 89.
17. Explain to the students that they need to exercise regularly and have medical check-ups once a year. Refer to page 90.
18. Ask the students if they are happy. Do they feel satisfied with life? Are they getting enough rest?
19. Sing a song with the students to cheer them up. For example, the song 'If you're Happy and You Know It' will help the students feel happier.
20. Advise the students to be happy for a healthier life. They should have positive thoughts and behaviour. Refer to page 90.
21. Explain to the students on the importance of contributing to society. They should show concern for the environment. Refer to page 91.
22. Do an activity with the students. Ask the students to prepare a card for a friend. In that card, they must show steps to maintain a healthy life based on an element in the national health guideline. Let the students pick an element and show their creativity. Ask the students to give the card to their friend.
23. Ask the students to complete the task in Activity Corner 1 on pages 91 and 92.
24. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

7th – 8th hours (Information on Health)

1. Ask the students to prepare a scrapbook in a group of 5. Let them choose a disease, illness or health topic. They must find information and pictures on the topics they choose using the Internet, newspapers, and health magazines.
2. Explain to the students that we must keep ourselves updated on health information to maintain good health. Show them the websites available on the Internet for them to gather health information. Refer to pages 93 and 94.
3. Ask the students to copy down the telephone number of hotlines to get information on public health promotion. Refer to page 94.
4. Explain to the students about the importance of updating themselves with health information. Refer to page 95.
5. Ask the students to complete the task in Activity Corner 2 on page 95.
6. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

9th – 10th hours (Common diseases)

1. Inform the students that it is important to prevent diseases by learning about their symptoms, methods of prevention, and treatments. Give them examples of a few common diseases.
2. Elaborate on the cause, symptoms, treatment and prevention of influenza. Refer to page 96.
3. Elaborate on the cause, symptoms, treatment and prevention of Dengue fever. Refer to page 97.
4. Elaborate on the cause, symptoms, treatment and prevention of Tinea versicolor. Refer to page 98.

5. Elaborate on the cause, symptoms, treatment and prevention of Periodontal disease. Refer to page 99.
6. Ask the students to complete the task in Activity Corner 3 on page 100.
7. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

11th hour (Conclusion)

1. Do a quick summary of this chapter with students.
2. Ask students to work on Fun Exercises on pages 101, 102 and 103 to test their understanding of this chapter as their homework.

Emphasized Skills:

1. Observing
2. Listening
3. Generating ideas
4. Relating

Learning Materials:

1. Primary Education Smart+ Health and Physical Education P5
2. Model of teeth
3. Toothbrush
4. Basin
5. Soap
6. Clean towel
7. Color paper
8. Color pencil/Crayons



Learning Outcome Form

Name-Surname: No. Prathomsuksa:

..... Date:

Chapter 6 Health Promotion

Explanation: Summary of learning outcomes

Contents that you need teacher to explain further:
.....
.....
.....

Feeling after learning this chapter:
.....
.....
.....

Knowledge gained from this chapter:
.....
.....
.....
.....

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

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

Application of knowledge from this chapter on your daily life:
.....
.....
.....
.....

**Chapter 6
Health
Promotion**

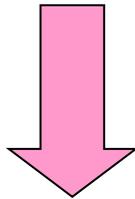
Chapter 7 – Choosing Food and Health Products

Indicators and learning areas (8 hours)

| Indicator | Learning Area |
|---|--|
| H4.1 Gr5/3 Analyse advertising media to inform decision-making when choosing to buy food and health products with proper reasons. | <ul style="list-style-type: none">• Advertisements |
| H5.1 Gr5/4 Analyse the influence of media on health behaviors. | <ul style="list-style-type: none">• Advertisements |

Conceptual Map

Choosing Food and Health Products



Advertisements

- Promote public awareness of products and services
- Highlight positive and attractive side of products
- Can reach consumers easily
- How to make decision:
 - Read label carefully
 - Compare with other products
 - Get enough information before purchasing a product
 - Check for accreditations and recognitions from government agencies (TIS, FDA Thailand)
 - Ask consumers who have used the product before
 - Evaluate facts highlighted in advertisements
 - Purchase high quality products
 - Purchase products with containers that are in good condition

Learning Objectives

Students will be taught to:

1. Understand the influence of media on health behaviour.
2. Understand the influence of advertisements on decision making when choosing food and health products.

Learning Outcomes

Students will be able to:

1. Make the proper decision when choosing food and health products by reading the labels carefully.
2. Evaluate the reliability of advertisements.
3. Know the government agencies responsible for accreditation and recognition.
4. Know how the media influence health decisions.

Learning Areas

- Advertisements

Teaching and Learning Activities

1st – 7th hours (Advertisements)

1. Advise the students on how to buy the proper food and health products. Focus on the freshness of the food, the quality, the price and the reliability of the advertisements. Make sure that students understand on the importance of reading the label carefully when choosing food and health products.
2. Ask the students to complete the tasks in Activity Corner 1 on pages 105 to 107.

3. Ask the students to bring some advertisements for food and health products. They may bring fliers, posters and newspaper advertisements. Ask them to compare a few of the advertisements for the same type of product. Which product would they buy if they were to choose by the advertisement? Choose five volunteers to explain to the other students on why they choose the winning product.
4. Explain to the students that advertisements function to attract customers to purchase a product and that most advertisements highlight only the positive and attractive side of the products. Have they ever seen an advertisement promoting the bad points of a product?
5. Ask the students to think of a toy that they have seen advertised on television. Was the advertisement attractive to them? Did they feel like buying the toy?
6. Elaborate on how advertisements manage to attract customers. Refer to pages 108 and 109.
7. Advise the students that they should think carefully before purchasing a product by doing the following:
 - (a) Reading the labels carefully
 - (b) Compare it with other products
 - (c) Do not take the advertisements for granted
 - (d) Get enough information before purchasing a product
 - (e) Check for accreditations and recognitions from government agencies such as TIS and the Food and Drug Administration of Thailand
 - (f) Ask consumers who have used the product before
 - (g) Evaluate the facts highlighted in the advertisements

- (h) Purchase high quality products
 - (i) Purchase products with containers in good condition
8. Ask the students to complete the tasks in Activity Corner 2 on pages 111 and 112.
 9. Ask the students if they enjoy watching television. How many hours of television do they watch in a day? What kind of television shows do they watch?
 10. Explain to the students about the powerful influence that media has on people. These effects may be either good or bad.
 11. Elaborate on how the media educates people. It can be used to educate people on nutrition, exercise and other health issues. However, the media may also have negative influence by showing the viewers images and advertisements of people who smoke, drink alcohol, and eat unhealthy food.
 12. Inform them on the contribution of excessive television viewing to obesity. When watching, television people do not move and just sit all day, resulting in poor fitness.
 13. Elaborate on the way the media create images on how a person should look like. These images will result in health problems such as anorexia and bulimia.
 14. Advise the students to evaluate what they view on television. Let them know that the television creates a fantasy and is an illusion. They must be able to evaluate the messages received by the media and pick the positive messages. Refer to page 113.
 15. Ask the students to complete the task in Activity Corner 3 on page 114.

16. 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 115 and 116 to test their understanding of this chapter as their homework.

Emphasized Skills:

1. Attributing
2. Detecting bias
3. Evaluating
4. Making decisions

Learning Materials:

1. Primary Education Smart+ Health and Physical Education P5
2. Fliers/Posters/Newspaper advertisements



Learning Outcome Form

Name-Surname: No. Prathomsuksa:

..... Date:

Chapter 7 Choosing Food and Health Products

Explanation: Summary of learning outcomes

**Chapter 7
Choosing Food
and Health
Products**

Contents that you need teacher to explain further:
.....
.....
.....

Feeling after learning this chapter:
.....
.....
.....

Knowledge gained from this chapter:
.....
.....
.....
.....

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

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

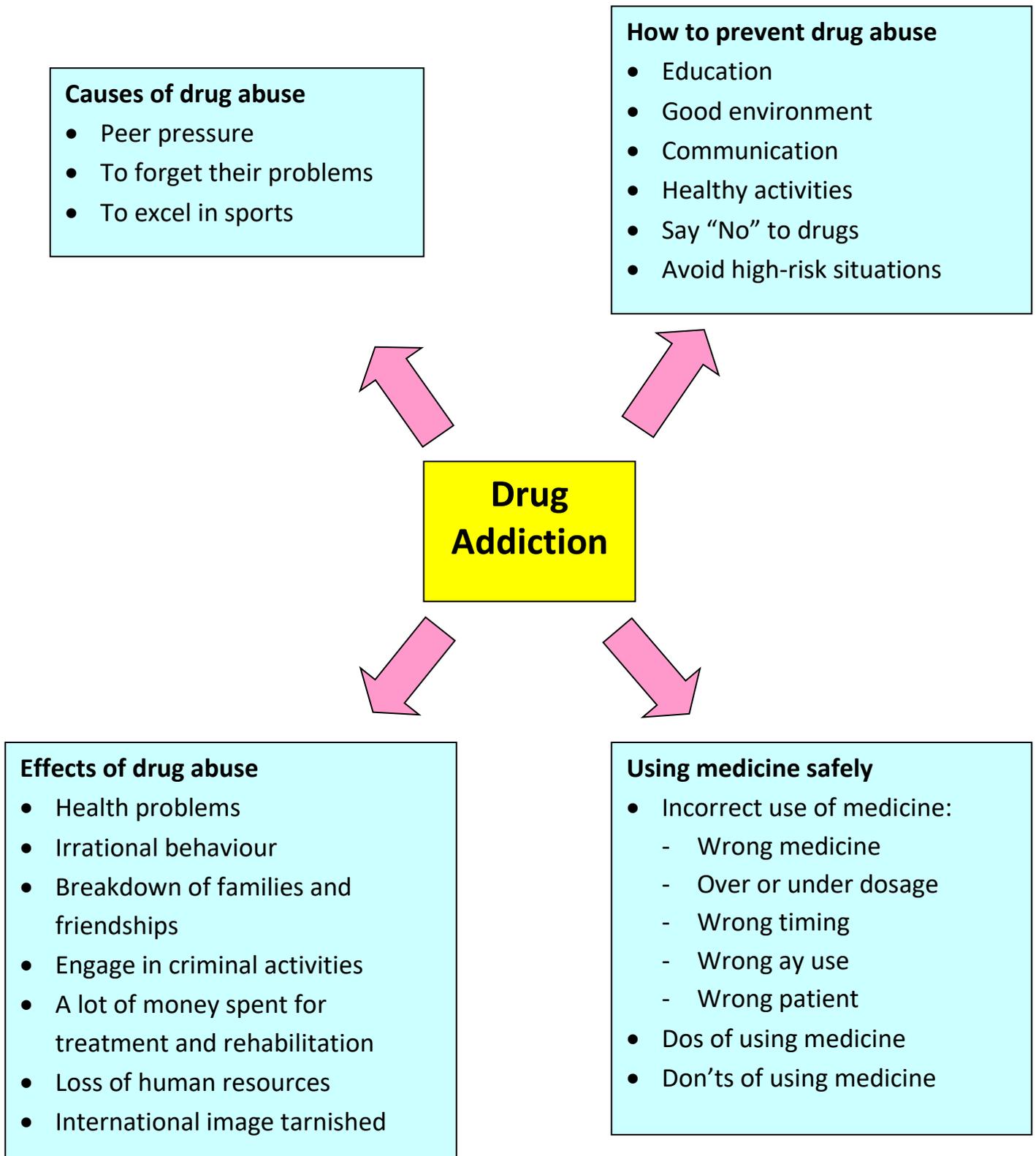
Application of knowledge from this chapter on your daily life:
.....
.....
.....
.....

Chapter 8 – Drug Addiction

Indicators and learning areas (11 hours)

| Indicator | Learning Area |
|---|--|
| H5.1 Gr5/1 Analyse the factors influencing the use of addictive substances. | <ul style="list-style-type: none">• Causes of drug abuse |
| H5.1 Gr5/2 Analyse effects of the use of medicines and addictive substances on the body, mind, emotions, society and the intellect. | <ul style="list-style-type: none">• Effects of drug abuse• Using medicines safely |
| H5.1 Gr5/3 Conduct themselves for the safety from misuse of medicines and to avoid addictive substances. | <ul style="list-style-type: none">• How to prevent drug abuse• Using medicines safely |

Conceptual Map



Learning Objectives

Students will be taught to:

1. Understand the factors influencing the abuse of drugs and its effects.
2. Understand the importance of using medicines safely.

Learning Outcomes

Students will be able to:

1. Know the causes of drug abuse.
2. Know the effects of drug abuse.
3. Prevent themselves from abusing drugs.
4. Use medicines safely.

Learning Areas

- Causes of drug abuse
- Effects of drug abuse
- How to prevent drug abuse
- Using medicines safely

Teaching and Learning Activities

1st – 2nd hours (Causes of drug abuse)

1. Give the students a brief explanation about drug addiction. Refer to pages 117 and 118.
2. Explain to the students that there are many reasons why a person turns to drug abuse. Elaborate on some of the causes, such as:
 - (a) Peer pressure
 - (b) Help forget their problems
 - (c) To excel in sports

Refer to pages 118 and 119.

3. Ask the students to think of other reasons that causes drug abuse.
4. Then, ask them to write a short story based on why a person turns to drug abuse.
5. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

3rd – 4th hours (Effects of drug abuse)

1. Explain to the students that drug abuse has many negative effects. Drug abuse affects ourselves, people around us and the society and country.
2. Show the students pictures of drug addicts. How do they look like? How are their bodies? What is their facial expression?
3. Explain to the students that drug abuse leads to many health problems and illnesses. Explain briefly about how drug abuse can lead to these illnesses. Refer to page 119.
4. Ask the students to think about drug addicts. Have they seen a drug addict before? How does a drug addict behave?
5. Explain to the students that drug abuse can lead to abnormal behaviour and strange actions. A drug addict under the influence can be doing and talking things that make no sense. Refer to page 120.
6. Drug abuse can also affect the people around us such as family and friends. Explain to the students that a person who is abusing drugs might cause domestic violence or poor performance in school and work. This will result in the breakdown of families and friendships. Refer to page 120.
7. Explain to the students on how drugs affect the society and the country. Drug abuse is illegal. Many drug addicts resort to criminal activities to earn money to buy drugs. It causes the government a lot of money to treat and rehabilitate drug addicts. This leads to loss of human resources and a tarnished image of our country globally.

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

5th – 6th hours (How to prevent drug abuse)

1. Ask the students to think about the methods to prevent drug abuse.
2. Drug abuse can be prevented by using the following steps:
 - (a) Education
 - (b) Good environment
 - (c) Communication
 - (d) Healthy activities
 - (e) Say “No” to drugs
 - (f) Avoid high risk situations

Elaborate on the steps above. Make sure the students fully understand. Refer to pages 122 and 123.

3. Ask the students to prepare a scrapbook on drug addiction. They must include the causes of drug abuse, the effects of drug abuse and the prevention methods.
4. Ask the students to complete the task in Activity Corner on page 121.
5. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

7th – 10th hours (Using medicines safely)

1. Explain to the students briefly about medicines. Refer to page 123.
2. Ask the students what they do if they are sick. Do they visit the doctor? Do take over-the-counter (OTC) medicines?
3. Advise the students to inform their parents or a teacher. Warn them to not buy or take medicines by themselves. Tell them to see a doctor if they do not get better after a day.

4. Tell the students that they cannot take medicines by themselves because it will lead to incorrect use of medicine. Explain to the students about the incorrect use of medicines.

5. Incorrect uses of medicine:

- (a) Wrong medicine
- (b) Over or under dosage
- (c) Wrong timing
- (d) Wrong way usage
- (e) Wrong patient

Elaborate on the incorrect uses of medicines above. Refer to page 124.

6. Give the students situation which may lead to incorrect use of medicines. Ask the students to think of ways to prevent the misuse of medicine and the actions they would take if they used medicine incorrectly. Ask the students to act it out in front of the class.

7. Explain to the students about the dos and don'ts of using medicines.

Refer to pages 124 and 125. Make sure that the students are well versed with the dos and don'ts of medicine abuse.

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

11th hour (Conclusion)

1. Do a quick summary of this chapter with students.
2. Ask students to work on Fun Exercises on pages 126, 127 and 128 to test their understanding of this chapter as their homework.

Emphasized Skills:

1. Observing
2. Visualizing
3. Evaluating
4. Problem solving

Learning Materials:

1. Primary Education Smart+ Health and Physical Education P5
2. Pictures



Learning Outcome Form

Name-Surname: No. Prathomsuksa:

..... Date:

Chapter 8 Drug Addiction

Explanation: Summary of learning outcomes

Chapter 8 Drug Addiction

Contents that you need teacher to explain further:
.....
.....
.....

Feeling after learning this chapter:
.....
.....
.....

Knowledge gained from this chapter:
.....
.....
.....
.....

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

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

Application of knowledge from this chapter on your daily life:
.....
.....
.....
.....