

Perfect Match

Health Education

Dr Michael Chia

Grade

1

Teacher's Guide

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The following table lists the relevant pages for each lesson.

Dimension	Topic	Component in the Teacher's Resource Booklet	Suggested Lesson Plan	Image Master	Teaching Notes	Suggested Answers
		Lesson Number and Title in the Pupil's Book				
Physical Health	Physical Growth	1: Members Of The Body	2	17	22	24
		2: Taller And Heavier	4	18		
		3: When I Grow Up ...	6			
		4: Keeping Fit	8			24
		5: Practise Good Posture	9			25
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		10: Caring For My Mouth	16			25
Environment and Your Health	Preventing Accidents	1: Watch Out!	28			
		2: Fire, Fire!	30			
		3: Not Water Play	31			47
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		5a: Danger!	35	44		47
		5b: Danger!	37	45		47
	Safety In Public Places	6: Going Home Alone	38			
		7: Be Aware!	39			47
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		3: In A New Place	55		68	73
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		4b: May I Touch You?	58			73
		5: It Is Not My Fault	59		70	73
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		7: Being Safe At Home	61			73
		8: Being Safe In Public	63			73

Preface

The over-riding concept of the **Perfect Match** Primary Health Education series builds on the belief that young learners have multiple intelligences (Howard Gardner, 1993) which should be nurtured throughout primary school. With that in mind, the Teacher's Resources and Pupil's Books have been carefully designed to cater to the different intelligences.

The teacher is guided through detailed lesson plans to engage pupils in discovery and active learning of health concepts. As the adult, the teacher plays a crucial role in facilitating and stimulating pupils' dialogue, co-action and co-construction of knowledge. He/She questions, summarises, clarifies, and encourages the pupil's explorations and applications of concepts that are taught.

The materials in this Health Education series have been designed to engage pupils in the three key areas of health education, based on a Health Education syllabus developed for Primary Schools. To aid in the learning and mastery of health concepts, there is extensive use of everyday settings that pupils can easily identify with. In addition, six characters with distinctive personality traits that typify school-going children today accompany pupils in their learning journey.

Components of the Teacher's Resource Booklet

The Teacher's Resource Booklet is organised by dimension and presented in the following order: Physical Health, Environment and Your Health, and Emotional and Psychological Health. It includes Suggested Lesson Plans, Image Masters, Teaching Notes and Suggested Answers.

Suggested Lesson Plans		My Emotions (Lessons 1 to 3)	
Emotional and Psychological Health	Key Idea and Objective	Procedure	Pupil's Book Teacher's Resource
<p>52</p> <p>Lesson 1: Feelings</p> <p>Key idea: There are different types of emotions such as happiness, sadness, fear, anger, restlessness, at peace and at ease.</p> <p>Objective: At the end of the lesson, pupils will be able to understand different positive and negative emotions experienced.</p>	<p>Start Lecture (Verbal/Linguistic)</p> <ul style="list-style-type: none">Read the poem.Stress the different feelings mentioned—explain to pupils what the words mean.Re-read the poem to help pupils recall the different feelings. <p>Develop Lecture-Discussion</p> <ul style="list-style-type: none">Tell pupils feelings make us unique and human.Ask pupils how they express their feelings—what do they do to show how they feel? For example, they may smile when they feel happy, frown when they feel angry, and cry when they feel sad. Look at the Teaching Notes on 'My Emotions' for more details. <p>Activity</p> <ul style="list-style-type: none">Get pupils to match the superfriends to the words that express how they feel.Introduce the terms 'excited', 'surprised' and 'at peace' to pupils.Highlight to pupils that people can have many feelings at the same time. <p>Conclude Activity (Intrapersonal)</p> <ul style="list-style-type: none">Have pupils circle the words that express how they feel today. <p>Crossover-Art (Verbal/Linguistic, Verbal/Spatial)</p> <ul style="list-style-type: none">Construct a tree trunk and some bare branches using brown paper. Tell pupils they are going to help you create a Feeling Tree. Tell pupils to trace the leaf in the Pupil's Book onto a piece of paper. Have them write their names and how they feel on the leaf. Then cut out the leaf to paste on the Feeling Tree.	<p>Page 47</p> <p>Page 48</p> <p>Page 49</p> <p>Page 50</p>	<p>Teaching Notes: My Emotions (Page 65)</p>

The key idea(s) and objective(s) of each lesson are listed here. They correspond to the scope of content and learning objectives in the syllabus.

A suggested procedure is given for each lesson. Please see pages viii to ix for more details.

The relevant page numbers in the Pupil's Book are given here.

Available resources such as Image Masters or Teaching Notes for the lesson are listed here.

Teaching Notes: My Emotions

Note: These teaching notes are designed as background reading for teachers. They are not meant to be read out to the class.

Topic: My Emotions

Helping Others With Special Needs

Pupils learn by observing their teachers and imitating them. Therefore the way you treat Pupils With Special Rights (PWSR) is very much dependent on you. It is important for you to consciously model the appropriate attitudes and behaviours toward PWSR. These pupils may have physical disabilities such as hearing impairment, or suffer from Autism Spectrum Disorder (ASD).

The following are some suggestions with regards to treating PWSR.

- Treat them with respect. Do not treat them as if they have multiple disabilities. For example, it is not necessary to talk in monosyllables to pupils in wheelchairs if they do not have difficulties in communication.
- Treat them as you would any other pupil. This is to show that pupils who have special needs are no different from other pupils and do not receive special treatment.
- Appreciate what they can do. Do not set limits as to what they can accomplish.
- Help them build-up their self-confidence by recognising their talents and helping them excel in their forte.
- Encourage them to do things for themselves in order to become more independent. Over protecting them would only increase their dependence on others. This would hinder their ability to be independent in the future.
- Grant them time to get things said or done. Let them walk, talk or do things at their own pace.
- Practise flexibility in terms of teaching strategies and learning and assessment procedures used for these pupils. This will enhance their learning experiences and reflect their accomplishments. For example, hearing-impaired pupils may have difficulties in listening, comprehension and dictation. Where possible, make arrangements for them to be exempted from these activities.
- Collaborate with other teachers or counsellors in devising effective teaching strategies for these pupils.

68 Emotional and Psychological Health

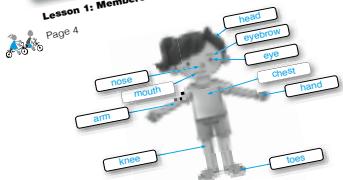
Teaching Notes provide background information on certain topics, or details regarding games or activities to be used in the lessons.

Suggested Answers

Accept all plausible answers for Lessons 2 (pages 7 & 8), 3 (pages 11 & 12), 4 (page 14) and 9 (page 22).

Physical Growth

Lesson 1: Members Of The Body



Lessons 4: Keeping Fit

Page 14

Pupils should circle the following: hiking, swimming, playing football, jogging, playing tennis, playing basketball and rope skipping.

24 Physical Health

Suggested Answers for the activities in the Pupil's Book and Image Master worksheets are provided.

49 Environment and Your Health

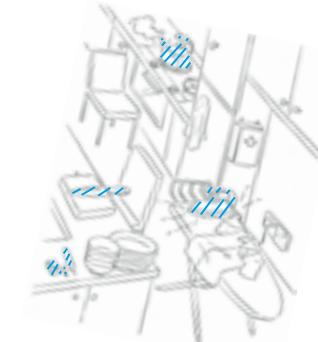


Image Master

Lesson 8: Should I Go With Them?

Page 43

1. ✓

2. ✓

3. ✓

4. ✗

5. ✗

6. ✗

Note: The following are answers for the Image Master worksheets.

Preventing Accidents

Lesson 5a: Danger!

Image Master: Safety At Home

Page 44

The **Perfect Match** Primary Health Education series makes use of a variety of teaching methods to engage pupils in their study of Health Education. Each lesson involves the use of one or more teaching methods—see the Suggested Lesson Plans for details.

The table below lists the teaching methods that are used in the Grade 1 level. A brief description and aim of each teaching method is also included.

No.	Teaching method	Description	Aim
1.	Brainstorm	Describe a situation or problem to pupils. Encourage pupils to suggest solutions and note them on the board. Do not allow others to comment on, criticize or evaluate their suggestions. Brainstorming may be conducted as a class or in groups of four or five.	To stimulate pupils to think creatively and generate as many ideas as possible regarding an issue related to the topic they are studying.
2.	Team Collaboration	Divide the class into groups of four or five (or otherwise as indicated in the lesson plan). Each group is to discuss the task given and work towards completing it.	To encourage co-operative learning in pupils and the completion of a task through group participation.
3.	Demonstration	Show or perform a task or skill to pupils. Alternatively, select one or a few pupils to demonstrate the task or skill to the class.	To help pupils learn and understand a certain task or skill easily.
4.	Discussion	This method involves an exchange of ideas, opinions and thoughts on a subject between pupils and the teacher. It allows the teacher to address and clarify any concerns or queries that pupils may have.	To help pupils formulate and communicate their ideas, opinions or thoughts on a subject, and to allow for clarification of any concerns or queries pupils may have.
5.	Lecture	Give a prepared oral presentation of the key idea(s) of a lesson to the entire class.	To present the key idea(s) of the lesson to the entire class in a short period of time.
6.	Lecture-Discussion	Give a prepared oral presentation of the key idea(s) of the lesson. This is followed by a short period of discussion to immediately address and clarify any concerns or queries pupils may have.	To present the key idea(s) of the lesson to the entire class and to allow for clarification of concerns or queries immediately after.

No.	Teaching method	Description	Aim
7.	Peer Interview	A question and answer session between two or three pupils. Pupils will have to ask their peers questions to gain insight into each other's views and perspectives on a subject.	To provide a variety of information related to the topic being studied.
8.	Question and Answer	Call on pupils to answer questions. Pupils may be asked to respond individually, or they may be paired up or organised into groups to briefly discuss their answers before sharing them with the class.	To assess pupils' understanding of the key idea(s) of the lesson.
9.	Review	Summarise or recap the key idea(s) that have been taught. Allocate time to allow pupils to ask questions to clarify any queries they may have.	To help pupils recall the key idea(s) of the lesson.
10.	Role Play	Select pupils to read aloud a dialogue or act out a scene presented in the book. A brief discussion should follow regarding pupils' feelings and thoughts during the role play.	To help pupils consider concepts and ideas from different viewpoints regarding a subject.

In the event that none of the above teaching methods is explicitly used for an activity, the activity will be listed under one of the following headings:

No.	Heading	Description
1.	Activity	This indicates that written work is to be done.
2.	Class Activity	This indicates an activity that is conducted in the classroom or elsewhere within the school.
3.	Crossover-[subject]	This indicates that the activity is cross-curricular in nature. The related subjects may be one of the following: Art, Mathematics, Music and Science.
4.	Sharing	The teacher is to share something about himself/herself, or the pupils are to share something about themselves.
5.	Survey	Pupils are asked questions and a tally of their responses made. This purpose of the survey is to help pupils relate what they have learnt, or are going to learn to their daily lives.

The Multiple Intelligences approach regards intelligence as multi-dimensional and can be taught and developed over time. The approach takes into consideration the fact that pupils have diverse intelligences and require different learning experiences.

With that in mind, some of the activities in the **Perfect Match**

Primary Health Education series have been written to develop a particular intelligence—for instance, visual/spatial, verbal/linguistic, musical/rhythmic, intrapersonal or interpersonal. In such cases, the type of intelligence the activity develops is indicated within brackets.

The table below lists the eight multiple intelligences and the activities that best develop them.

No.	Multiple intelligence	Activities
1.	Bodily/Kinesthetic	Hands-on activities such as acting, role playing, dancing and moving about
2.	Interpersonal	Interacting with others and doing group work
3.	Intrapersonal	Individual work which require reflection
4.	Logical/Mathematical	Activities involving numbers and patterns, applying information to tasks, brainstorming and organising facts
5.	Musical/Rhythmic	Musical activities such as rapping, clapping, humming and composing music
6.	Naturalist	Observing the surroundings
7.	Verbal/Linguistic	Reading, writing and discussing
8.	Visual/Spatial	Activities involving visuals such as drawing, creating, solving puzzles and using graphic organisers to organise information

MY LEARNING LOG

A learning log has been added at the end of each lesson to give opportunity for reflective learning. Young learners are encouraged to look back at the lesson and ask themselves two simple questions: ‘What did I learn?’ and ‘What do I want to remember?’

The learning log cultivates the habit of recalling the lesson taught to assess what has impressed upon the learner and the points of learning which are valuable to commit to memory.

Physical Health

Introduction

Learning about physical health is important. The formal introduction to physical health in this Health Education series helps to develop and cultivate physical literacy in pupils. This in effect imbues an appropriate understanding of the importance of physical health to the holistic development of the pupil.

The topics covered in this dimension allow pupils to apply concepts and recognise principles that are important to physical health. Pupils will learn about the changes that occur with physical growth, the importance of balanced nutrition, adequate exercise and rest, good hygiene habits, and proper oral and vision care.

The physical development of pupils is an integral part of their development. As such, it is important to mould the minds of young pupils with the life skills for physical self-care.

Suggested Lesson Plans

Physical Growth (Lessons 1 to 5)

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 1: Members Of The Body</p> <p>Key Idea: The human body is made up of main parts such as the head, arms and legs.</p> <p>Objective: After Lessons 1 to 3, pupils will be able to recognise the different stages of growth and development of their bodies.</p>	<p>Start  <u>Crossover-Music</u> (Musical/Rhythmic, Bodily/Kinesthetic) <ul style="list-style-type: none"> Chant or sing 'My Body' (to the tune of 'London Bridge Is Falling Down') while pointing to the relevant parts of your body. Sing the song again. Ask pupils to sing along with you. Develop  <u>Lecture</u> (Visual/Spatial) <ul style="list-style-type: none"> Show and tell pupils the names of different parts of the body.  <u>Activity</u> (Visual/Spatial) <ul style="list-style-type: none"> Have pupils get into pairs and complete the activity in the Pupil's Book.  <u>Crossover-Music</u> (Musical/Rhythmic, Bodily/Kinesthetic) <ul style="list-style-type: none"> Play the game 'Musical Madness' with pupils—see Teaching Notes for details. Conclude  <u>Lecture</u> <ul style="list-style-type: none"> Summarise the lesson by naming the body parts mentioned earlier and asking pupils to point out where they are. Tell pupils to bring their baby photographs for the next lesson. </p>	Page 3	Page 4

Teaching Notes:
Physical Growth
(Page 22)

Key Idea and Objective**Procedure****Pupil's Book****Teacher's Resource****Extension Activities** Lecture (Visual/Spatial)

- Reproduce the Image Master 'Body Parts' and teach pupils the names of the following body parts: brain, skull, lungs, heart, stomach and muscles.
- This activity is recommended for higher ability pupils.

 Crossover-Music (Musical/Rhythmic)

- This activity will help reinforce the names and places of different parts of the body.
- Teach pupils the song 'Dem Dry Bones' by singing it once with the actions. Then sing it a second time and ask pupils to sing along with you. If you do not know the tune, chant the lyrics instead.

Image Master: Body Parts (Page 17)

Teaching Notes:
Physical Growth
(Page 22)

Key Idea and Objective**Procedure****Pupil's Book****Teacher's Resource****Lesson 2: Taller And Heavier****Key Idea:**

When the body grows there is an increase in height and weight.

Objective:

After Lessons 1 to 3, pupils will be able to recognise the different stages of growth and development of their bodies.

Start Lecture (Visual/Spatial, Verbal/Linguistic)

- Ask pupils to show each other their baby photographs.
- Point out how much they have grown in height and weight since those photographs were taken.
- Select pupils to read aloud the dialogue in the Pupil's Book.

Develop Crossover-Science (Visual/Spatial)

- Get pupils to look at the pictures showing different stages of life.
- Go through the different stages shown: a person as a baby, toddler, child, teenager, young adult, middle-aged adult and an elderly person.
- Ask pupils to identify the stage they are in right now.

Activity

- 
- Ask pupils to think of and name two things which they could not do as a baby. For instance, they could not feed themselves or write their names.
 - Ask pupils to think of and name two things they can now do on their own. Ask pupils to think of new things instead of simply naming the opposite of what they could not do as a baby.
 - Write pupils' responses on the board to help them articulate their thoughts.
 - Get pupils to complete the activity in the Pupil's Book.
 - Ask pupils to share what they have written with their friends.

Conclude Activity (Visual/Spatial)

- Have pupils trace the outline of one of their feet in the space provided. Alternatively, you may ask pupils to wet their feet and create footprints on a floor where they can see the footprints clearly. In groups of five, they then form patterns with their footprints.

Page 5

Page 6

Page 7

Page 8

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
	<ul style="list-style-type: none"> As homework, ask pupils to get their parent or guardian to put his or her foot over the outline of theirs. The contrast in size will help pupils see how much smaller they are compared to an adult. <p> Sharing (Intrapersonal)</p> <ul style="list-style-type: none"> Ask pupils to think about what they would like to be (their ambition) when they grow up. They are to share their thoughts with the class in the next lesson. <p> Extension Activity</p> <p><u>Lecture-Discussion</u></p> <ul style="list-style-type: none"> Tell pupils that as they get older, they will grow taller and heavier. These are signs of physical growth. Show pupils the Image Masters 'Height And Weight Chart'. Ask pupils to say why the height and weight charts for boys and girls are different. 		<p><u>Image Master: Height And Weight Chart</u> (Pages 18 & 19)</p>

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 3: When I Grow Up ...</p> <p>Key Idea: It is important to set goals in life and work towards them as one grows up.</p> <p>Objective: At the end of the lesson, pupils will be able to recognise the different stages of growth and development of their bodies.</p>	<p>Start  Sharing (Verbal/Linguistic) <ul style="list-style-type: none"> Get a few pupils to tell the class what their ambitions are. Write them on the board. Ask these pupils why they have chosen these ambitions. This will provide an insight to their interests. Discourage pupils from poking fun at each other should there be any unusual ambitions mentioned. Develop  Role Play (Verbal/Linguistic) <ul style="list-style-type: none"> Get pupils to read aloud what the superfriends say.  Lecture-Discussion <ul style="list-style-type: none"> Discuss the different occupations mentioned by the superfriends. Ask pupils to name occupations not mentioned in the book. Point out how some of the superfriends' ambitions are quite different from what we may have expected of them. For example, Tawan may enjoy sports but her ambition is to be a sculptor. Tell pupils that there is nothing wrong with having an ambition which is seemingly uncharacteristic of them. For example, Tawan can be a sculptor as long as she works hard towards that goal. Remind pupils that nothing is impossible as long as they put their hearts and minds into it.  Peer Interview (Interpersonal) <ul style="list-style-type: none"> Tell pupils to ask their classmates seated on their left and right what they want to be when they grow up. Have pupils complete the activity in the Pupil's Book. Tell pupils to delete the words 'he' and 'she' accordingly. </p>	Pages 9-10	Page 11

Key Idea and Objective**Procedure****Pupil's Book****Teacher's Resource**

	<p> Activity (Verbal/Linguistic, Visual/Spatial)</p> <ul style="list-style-type: none">Ask pupils to complete the activity in the Pupil's Book.Ask them to write and draw their answers.Write a list of occupations on the board to give pupils ideas. Help them articulate their answers. <p> Conclude</p> <p> Sharing (Verbal/Linguistic)</p> <ul style="list-style-type: none">Share with pupils some of your own ambitions as a child.Describe your experience of working towards your goal of becoming a teacher. Talk about any obstacles you faced and how you worked hard to achieve your goal.Tell pupils that they may change their minds about their ambitions as they grow older and that it is perfectly fine to do so.	Page 12	
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Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 4: Keeping Fit</p> <p><u>Key Ideas:</u></p> <ul style="list-style-type: none"> • Regular physical activity and play will promote growth and health. • Regular physical activities such as sports and games and callisthenics help develop muscles and strengthen the heart. • Fresh air and sunshine are good for health. <p><u>Objective:</u></p> <p>At the end of the lesson, pupils will be able to understand how to achieve healthy growth.</p>	<p>Start</p> <p> <u>Survey</u></p> <ul style="list-style-type: none"> • Conduct a quick survey on the number of pupils who exercise apart from Physical Education lessons in school. Explain to pupils that exercise includes playing in the park, cycling, rollerblading, etc. • Make a brief note on the results of the survey. • Ask pupils what sport or exercise they do and list their replies on the board. <p>Develop</p> <p> <u>Lecture-Discussion (Visual/Spatial)</u></p> <ul style="list-style-type: none"> • Ask pupils to look at the pictures in the Pupil's Book and tell you what they think the superfriends are doing. • Briefly mention how exercise is beneficial as it allows us to enjoy fresh air and sunshine. • Tell pupils that they should not exercise on an empty stomach. It is important to have three meals a day and pupils should not miss any of them. <p>Conclude</p> <p> <u>Activity (Verbal/Linguistic)</u></p> <ul style="list-style-type: none"> • Get pupils to complete the activity in the Pupil's Book on their own. • Draw pupils' attention to the list written on the board earlier. 	Page 13	Page 14

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 5: Practise Good Posture</p> <p>Key Idea: Good posture reduces unnecessary strain to the body.</p> <p>Objective: At the end of the lesson, pupils will be able to understand how to achieve healthy growth.</p>	<p>Start  Lecture-Discussion (Visual/Spatial) <ul style="list-style-type: none"> Adopt a poor posture when you enter the class—slouch when you stand or sit. Correct your posture when pupils greet you. Ask pupils if they noticed any difference in the way you looked. Tell pupils that your posture was different. Tell pupils that a good body posture helps them grow and develop well. Develop  Activity (Visual/Spatial) <ul style="list-style-type: none"> Get pupils to complete the activity in the Pupil's Book on their own. This will serve as an assessment of pupils' understanding of good posture. Conclude  Review <ul style="list-style-type: none"> Tell pupils that it is important for them to practise good postures. Poor postures will hurt their backs and also affect the way they grow. </p>	Pages 15-16	

Suggested Lesson Plans

Good Hygiene Habits (Lessons 6 and 7)

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 6: Nice And Clean</p> <p>Key Ideas:</p> <ul style="list-style-type: none"> • Good hygiene habits keep the body healthy. • Keep the body clean: <ul style="list-style-type: none"> – shower/bathe and wash one's hair daily; – clean the face, behind the ears and round the neck; and – clean the hands and feet, cut finger and toe nails regularly. <p>Objective: At the end of the lesson, pupils will be able to establish daily habits for caring for their bodies in order to maintain or improve health and prevent illnesses.</p>	<p>Start</p>  <p>Role Play (Verbal/Linguistic)</p> <ul style="list-style-type: none"> • Select pupils to read aloud what each character says in the Pupil's Book. <p>Develop</p>  <p>Lecture</p> <ul style="list-style-type: none"> • Talk about how warm and humid the weather can be—it is the humid weather that causes us to perspire easily, especially when we are outdoors. • Point out to pupils how they will perspire more if they are active and play a lot of outdoor games or spend a lot of time outdoors. • Stress to pupils the importance of showering daily. Baths and showers keep them clean and nice-smelling. • Explain to pupils why they need to be clean—being clean keeps germs away. • Briefly explain that germs are very tiny and that we cannot see them without special equipment. Germs can make us ill. • Help pupils understand the importance of keeping clean by asking them if they have a problem with friends who do not observe personal hygiene and smell bad. Most people do not like being with others who smell. <p>Lecture-Discussion (Visual/Spatial)</p>  <ul style="list-style-type: none"> • Tell pupils that practising good hygiene keeps their bodies clean and healthy. • Ask pupils to study the pictures shown in the Pupil's Book. • Select pupils to read aloud the accompanying text. • Get pupils to describe what the superfriends are doing. 	<p>Page 17</p> <p>Pages 18-19</p>	

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
	<ul style="list-style-type: none"> Ask pupils to think of other ways of practising good hygiene. For example, ask pupils to think of other times they should wash their hands, besides before and after meals, and when they are dirty. Acceptable responses include after playing with a pet, after gardening and after using the toilet. <p> Lecture-Discussion (Visual/Spatial)</p> <ul style="list-style-type: none"> Tell pupils that there are some areas in our bodies that we have to remember to wash. Ask pupils to try guessing where these areas may be. Acceptable responses include the navel, behind the ears, around the neck and between the fingers and toes. You may wish to use the Image Master to show the areas pupils should wash. <p> Conclude</p> <p> Review</p> <ul style="list-style-type: none"> Remind pupils that it is important to keep clean. Recap the different hygiene habits taught in the Pupil's Book. 		<p><u>Image Master: Keeping Clean</u> (Page 20)</p>

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 7: Nice And Clean</p> <p>Key Ideas:</p> <ul style="list-style-type: none"> • Good hygiene habits keep the body healthy. • Keep the body clean: <ul style="list-style-type: none"> – shower/bathe and wash one's hair daily; – clean the face, behind the ears and round the neck; and – clean the hands and feet, cut finger and toe nails regularly. <p>Objective: At the end of the lesson, pupils will be able to establish daily habits for caring for their bodies in order to maintain or improve health and prevent illnesses.</p>	<p>Start  Lecture</p> <ul style="list-style-type: none"> • Recap the previous lesson with pupils—it is important to shower daily to keep clean and smell nice. Keeping clean keeps germs away. <p>Develop  Activity (Intrapersonal)</p> <ul style="list-style-type: none"> • Get pupils to complete the activity in the Pupil's Book. It serves as an assessment of how well pupils have understood the lesson thus far. • When pupils have completed the activity, have them compare their answers with a partner. <p>Conclude  Review</p> <ul style="list-style-type: none"> • Summarise the lesson by revising the importance of keeping clean and going through the answers for the activity in the Pupil's Book. • Tell pupils to bring a small mirror to class for the next lesson. <p>Extension Activity  Class Activity (Bodily/Kinesthetic)</p> <ul style="list-style-type: none"> • Get pupils into pairs. • Ask pupils to check their partner's hands, fingernails, hair (scalp), neck and behind the ears to see if they are clean. 	Page 20	

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 8: Treasure Your Teeth</p> <p>Key Idea: Taking good care of the teeth so that the gums and two sets of teeth are kept healthy.</p> <p>Objective: At the end of the lesson, pupils will be able to recognise the importance of developing good oral hygiene habits to ensure the teeth are healthy and well-maintained.</p>	<p>Start</p> <p> Discussion</p> <ul style="list-style-type: none"> Get pupils to study the comic strip in the Pupil's Book. Ask pupils what they think caused Lam's tooth to be extracted. Summarise what pupils say in their responses. Tell pupils Harold offered Lam a piece of chocolate without realising Lam could not eat it because he just had a tooth extracted. <p>Develop</p> <p> Survey</p> <ul style="list-style-type: none"> Ask pupils if they have lost teeth before. Some pupils may not have lost any teeth yet. Reassure them that this is normal. <p> Lecture</p> <ul style="list-style-type: none"> Tell pupils that most people usually lose their teeth naturally although sometimes they have their teeth extracted. In some cases, people lose their teeth after a hard knock or fall. Share with pupils an old 'method' of tooth extraction. It involved tying a string around the loose tooth and pulling the string hard so that the tooth came off. Tell pupils that this method of tooth extraction was excruciatingly painful. Stress to pupils how lucky they are to have dentists who use modern equipment and medicine. 	Page 21	

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
<p>Physical Health</p>	<p>Lecture</p>  <ul style="list-style-type: none">Tell pupils that everyone has two sets of teeth in his/her lifetime. The teeth pupils have now are called milk teeth and these belong to the first set. Most people lose their milk teeth when they are between six and 12 years old. The second set of teeth is called permanent teeth. Once we lose a permanent tooth, there is no replacement. That is why it is important to take care of our teeth. <p>Crossover-Mathematics</p>  <ul style="list-style-type: none">Ask pupils who raised their hands earlier which tooth or teeth they have lost.Use the Image Master 'Teeth' to point out where the two front teeth on the lower and upper jaws are. These are probably the teeth most pupils would have lost.Have pupils work on the activity in the Pupil's Book. Suggest to pupils to use their tongue or clean fingertips to feel for the teeth they have lost. Alternatively, ask pupils to open their mouths wide and look into their mirrors to see which teeth they have lost. <p>Conclude</p> <p>Review</p>  <ul style="list-style-type: none">Do a quick recap of the lesson.Remind pupils to bring their toothbrushes and mugs for the next lesson.		<p>Image Master: Teeth (Page 21)</p> <p>Page 22</p>

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 9: Caring For My Mouth</p> <p>Key Idea: Care of the teeth and gums involves: – rinsing the mouth after eating (especially after snacks and sweets); – using a suitable toothbrush correctly; – using fluoride toothpaste; – regular dental check-ups; and – brushing once in the morning and once before going to bed.</p> <p>Objective: At the end of the lesson, pupils will be able to recognise the importance of developing good oral hygiene habits to ensure the teeth are healthy and well maintained.</p>	<p>Start</p> <p> Demonstration (Bodily/Kinesthetic)</p> <ul style="list-style-type: none"> Arrange for the school dental worker to demonstrate the correct way of brushing, rinsing and flossing teeth. <p>OR</p> <p> Demonstration (Bodily/Kinesthetic)</p> <ul style="list-style-type: none"> Show pupils how to hold the toothbrush correctly and firmly. Demonstrate to pupils the correct way of brushing teeth. Draw pupils' attention to the amount of toothpaste they should use. It should only be the size of a pea. To help pupils remember, tell them they are brushing their teeth, not their stomachs! Show pupils how to brush their gums in a slow and circular motion. Remind pupils not to neglect their gums when brushing. Demonstrate to pupils the right way to floss. Tell pupils to floss every day before they go to bed. <p>Develop</p> <p> Lecture</p> <ul style="list-style-type: none"> Tell pupils they should rinse their mouth (or gargle) after they eat, especially if they have had sweet food. Remind pupils they should brush their teeth in the morning, after meals and before bed. <p>Conclude</p> <p> Review (Bodily/Kinesthetic)</p> <ul style="list-style-type: none"> Have pupils practise brushing their teeth the correct way. Walk around the class and help those who are brushing incorrectly. Select a few pupils to demonstrate the correct way of brushing their teeth. 	Page 25-26	

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 10: Caring For My Mouth</p> <p>Key Idea: Care of the teeth and gums involves: – rinsing the mouth after eating (especially after snacks and sweets); – using a suitable toothbrush correctly; – using fluoride toothpaste; – regular dental check-ups; and – brushing once in the morning and once before going to bed.</p> <p>Objective: At the end of the lesson, pupils will be able to recognise the importance of developing good oral hygiene habits to ensure the teeth are healthy and well maintained.</p>	<p>Start  Review • Recap the main points covered in the previous lesson.</p> <p>Develop  Activity • Get pupils to complete the activity in the Pupil's Book on their own. This activity may serve as an assessment of pupils' understanding of what has been taught thus far.</p> <p>Conclude  Review • Tell pupils it is important to practise good dental hygiene habits. • Encourage pupils to approach the school dental worker or yourself if they have any questions about taking care of their teeth and gums.</p>	Pages 23-24	

Name:

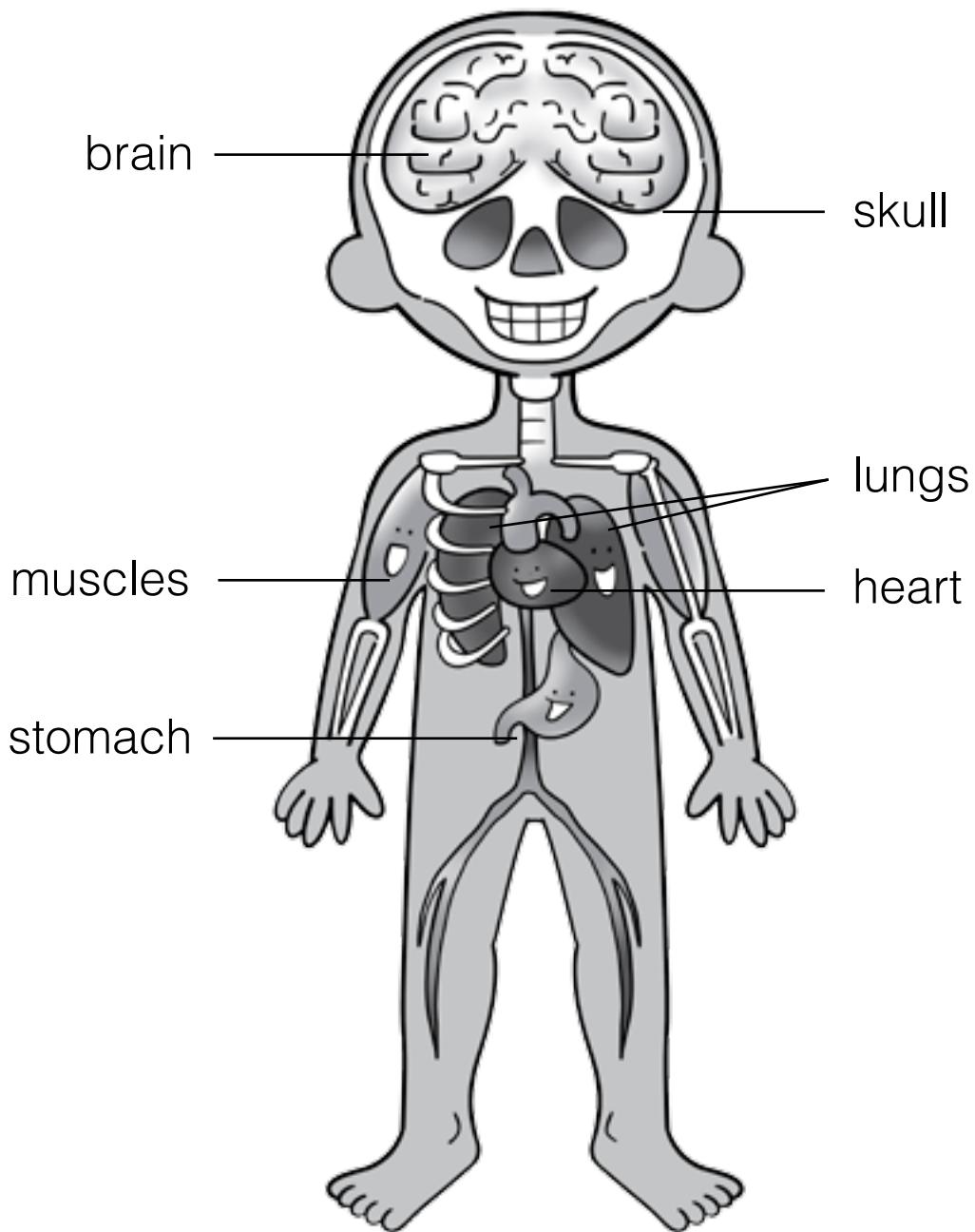
Class:

Date:

Body Parts



Study the picture below and read the labels.



Learning Objective:

Pupils will be able to recognise the different stages of growth and development of their bodies.

Name:

Class:

Date:

Height And Weight Chart

(for girls)



Height (cm)	Underweight (kg)	Borderline Underweight (kg)	Healthy Weight (kg)	Borderline Overweight (kg)	Overweight (kg)
106	12.1 & below	12.2 – 13.9	14.0 – 17.0	17.1 – 18.4	18.5 & above
108	12.7 & below	12.8 – 14.3	14.4 – 17.6	17.7 – 19.1	19.2 & above
110	13.2 & below	13.3 – 15.0	15.1 – 18.4	18.5 – 21.1	20.2 & above
112	13.8 & below	13.9 – 15.8	15.9 – 19.2	19.3 – 20.9	21.0 & above
114	14.5 & below	14.6 – 16.6	16.7 – 20.2	20.3 – 22.2	22.3 & above
116	15.1 & below	15.2 – 17.3	17.4 – 21.1	21.1 – 23.1	23.2 & above
118	15.9 & below	16.0 – 18.2	18.3 – 22.3	22.4 – 24.3	24.4 & above
120	16.7 & below	16.8 – 18.9	19.0 – 23.1	23.2 – 25.3	25.4 & above
122	17.5 & below	17.7 – 19.9	20.0 – 24.2	24.3 – 26.6	26.7 & above
124	18.2 & below	18.3 – 20.8	20.9 – 25.4	25.5 – 27.9	28.0 & above
126	19.1 & below	19.2 – 21.8	21.9 – 26.6	26.7 – 29.0	29.1 & above
128	20.0 & below	20.1 – 22.9	23.0 – 28.0	28.1 – 30.5	30.6 & above
130	21.1 & below	21.2 – 24.0	24.1 – 29.2	29.3 – 31.9	32.0 & above
132	22.1 & below	22.2 – 24.9	25.0 – 30.6	30.7 – 33.5	33.6 & above
134	23.3 & below	23.4 – 26.6	26.6 – 32.1	32.2 – 35.0	35.1 & above
136	24.5 & below	24.6 – 27.8	27.9 – 33.8	33.9 – 36.7	36.8 & above
138	25.8 & below	25.9 – 29.0	29.1 – 35.7	35.8 – 38.8	38.9 & above
140	26.9 & below	27.0 – 30.4	30.5 – 37.4	37.5 – 40.2	40.3 & above
142	28.3 & below	28.4 – 31.9	32.0 – 39.1	39.2 – 42.2	42.3 & above
144	29.7 & below	29.8 – 33.6	33.7 – 40.9	41.0 – 44.6	44.7 & above
146	31.1 & below	31.2 – 35.1	35.2 – 42.9	43.0 – 46.7	46.8 & above
148	32.4 & below	32.5 – 36.7	36.8 – 44.9	45.0 – 48.7	48.8 & above
150	33.8 & below	33.9 – 38.3	38.4 – 46.8	46.9 – 50.7	50.8 & above
152	34.9 & below	35.0 – 39.7	39.8 – 48.7	48.8 – 52.7	52.8 & above
154	36.6 & below	36.7 – 40.9	41.0 – 50.5	50.6 – 54.8	54.9 & above
156	37.9 & below	38.0 – 42.7	42.8 – 52.1	52.2 – 56.7	56.8 & above
158	39.1 & below	39.2 – 44.0	44.1 – 54.1	54.2 – 58.7	58.8 & above
160	40.4 & below	40.5 – 45.6	45.7 – 55.7	55.8 – 60.6	60.7 & above
162	41.6 & below	41.7 – 47.2	47.2 – 57.5	57.6 – 62.4	62.5 & above
164	42.8 & below	42.9 – 48.4	48.5 – 59.1	59.2 – 64.1	64.2 & above
166	43.8 & below	43.9 – 49.4	49.5 – 60.6	60.7 – 65.7	65.8 & above
168	45.1 & below	45.1 – 50.7	50.8 – 61.9	62.0 – 67.4	67.5 & above
170	46.0 & below	46.1 – 51.8	51.9 – 63.5	63.6 – 69.0	69.1 & above
172	46.9 & below	47.0 – 52.9	53.0 – 64.7	64.8 – 70.5	70.6 & above
174	47.9 & below	48.0 – 53.9	54.0 – 66.0	66.1 – 71.8	71.9 & above
176	48.4 & below	48.5 – 54.9	55.0 – 67.1	67.2 – 73.1	73.2 & above
178	49.1 & below	49.2 – 55.8	55.9 – 68.4	68.5 – 74.4	74.5 & above
180	49.9 & below	50.0 – 56.1	56.2 – 69.4	69.5 – 75.9	76.0 & above

Learning Objective:

Pupils will be able to recognise the different stages of growth and development of their bodies.

Name:

Class:

Date:



Height And Weight Chart (for boys)

Height (cm)	Underweight (kg)	Borderline Underweight (kg)	Healthy Weight (kg)	Borderline Overweight (kg)	Overweight (kg)
108	12.8 & below	12.9 – 15.1	15.2 – 18.0	18.1 – 19.9	20.0 & above
110	13.4 & below	13.5 – 15.8	15.9 – 18.9	19.0 – 20.8	20.9 & above
112	13.9 & below	14.0 – 16.5	16.6 – 19.6	19.7 – 21.5	21.6 & above
114	14.8 & below	14.9 – 17.3	17.4 – 20.4	20.5 – 22.5	22.6 & above
116	15.6 & below	15.7 – 18.0	18.1 – 21.2	21.3 – 23.5	23.6 & above
118	16.5 & below	16.6 – 19.0	19.1 – 22.7	22.8 – 24.8	24.9 & above
120	17.3 & below	17.4 – 19.9	20.0 – 23.6	23.7 – 25.9	26.0 & above
122	18.3 & below	18.4 – 20.9	21.0 – 24.9	25.0 – 27.1	27.2 & above
124	19.2 & below	19.3 – 21.9	22.0 – 26.2	26.3 – 28.7	28.8 & above
126	20.2 & below	20.3 – 22.8	22.9 – 27.6	27.7 – 29.9	30.0 & above
128	21.2 & below	21.3 – 24.0	24.1 – 28.9	29.0 – 31.5	31.6 & above
130	22.2 & below	22.3 – 25.3	25.4 – 30.3	30.4 – 33.0	33.1 & above
132	23.2 & below	23.3 – 26.5	26.6 – 31.9	32.0 – 34.6	34.7 & above
134	24.5 & below	24.6 – 27.6	27.7 – 33.5	33.6 – 36.1	36.2 & above
136	25.8 & below	25.9 – 28.9	29.0 – 34.9	35.0 – 38.2	38.3 & above
138	26.8 & below	26.9 – 29.9	30.0 – 36.5	36.6 – 40.0	40.1 & above
140	27.9 & below	28.0 – 31.1	31.2 – 37.8	37.9 – 4.19	42.0 & above
142	29.2 & below	29.3 – 32.7	32.8 – 39.7	39.8 – 43.9	44.0 & above
144	30.3 & below	30.4 – 33.9	34.0 – 41.2	41.3 – 45.7	45.8 & above
146	31.7 & below	31.8 – 35.0	35.1 – 42.9	43.0 – 47.6	47.7 & above
148	32.8 & below	32.9 – 36.4	36.5 – 44.8	44.9 – 49.3	49.4 & above
150	34.1 & below	34.2 – 37.9	38.0 – 46.5	46.6 – 51.1	51.2 & above
152	35.2 & below	35.3 – 39.2	39.3 – 48.1	48.2 – 52.9	53.0 & above
154	36.6 & below	36.7 – 40.8	40.9 – 50.0	50.1 – 54.9	55.0 & above
156	37.8 & below	37.9 – 42.1	42.2 – 51.8	51.9 – 56.9	57.0 & above
158	39.0 & below	39.1 – 44.0	44.2 – 53.7	53.8 – 58.8	58.9 & above
160	40.6 & below	40.7 – 45.6	45.7 – 55.1	55.2 – 60.9	61.0 & above
162	41.9 & below	42.0 – 47.1	47.2 – 57.3	57.4 – 62.9	63.0 & above
164	43.4 & below	43.5 – 48.8	48.9 – 59.0	59.1 – 65.0	65.1 & above
166	44.9 & below	45.0 – 50.6	50.7 – 60.9	61.0 – 67.5	67.6 & above
168	46.3 & below	46.4 – 52.1	52.2 – 63.2	63.3 – 69.8	69.9 & above
170	47.7 & below	47.8 – 53.9	54.0 – 64.7	64.8 – 71.7	71.8 & above
172	49.0 & below	49.1 – 55.6	55.7 – 67.4	67.5 – 74.3	74.4 & above
174	50.4 & below	50.5 – 57.3	57.4 – 69.6	69.7 – 76.6	76.7 & above
176	51.7 & below	51.8 – 58.4	58.5 – 71.1	71.2 – 77.9	78.0 & above
178	52.9 & below	53.0 – 59.9	60.0 – 73.1	73.2 – 80.1	80.2 & above
180	54.2 & below	54.3 – 60.9	61.0 – 74.9	75.0 – 81.7	81.8 & above
182	55.4 & below	55.5 – 62.2	62.3 – 76.7	76.8 – 83.7	83.8 & above
184	56.4 & below	56.5 – 63.7	63.8 – 77.9	78.0 – 84.9	85.0 & above
186	56.9 & below	57.0 – 64.7	64.8 – 79.4	79.5 – 86.4	86.5 & above

Learning Objective:

Pupils will be able to recognise the different stages of growth and development of their bodies.

Name:

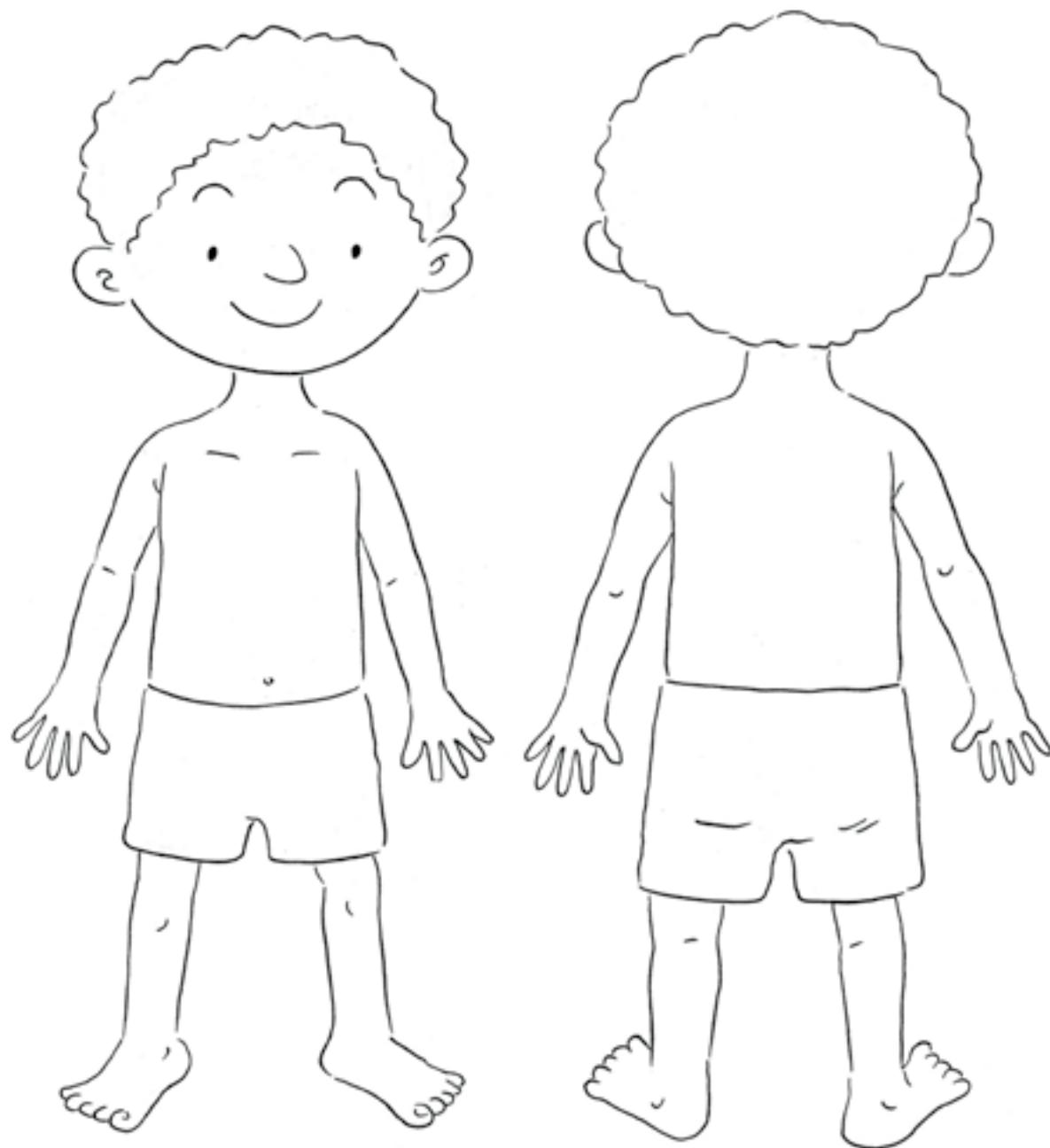
Class:

Date:

Keeping Clean



Which areas should you pay special attention to when you take a bath or shower?



Learning Objective:

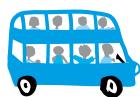
Pupils will be able to establish daily habits for caring for their bodies in order to maintain or improve health and prevent illnesses.

Name:

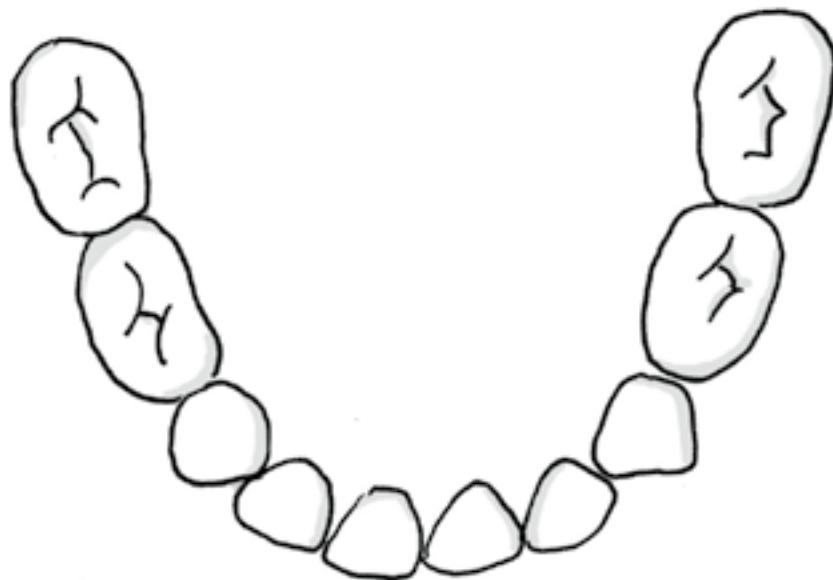
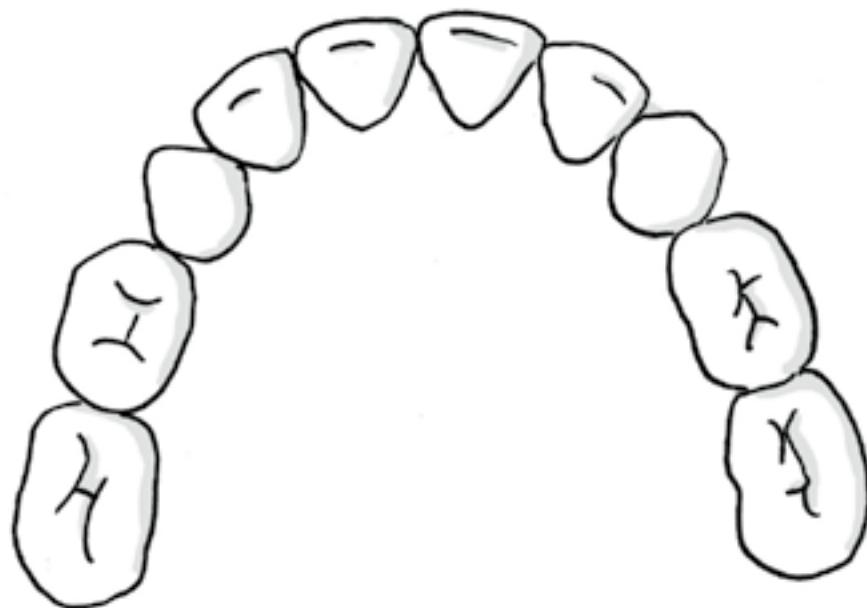
Class:

Date:

Teeth



Look at the picture below. Which teeth have you lost?



Learning Objective:

Pupils will be able to recognise the importance of developing good oral hygiene habits to ensure the teeth are healthy and well maintained.

Teaching Notes: Physical Growth

Note: These teaching notes are designed as background reading material for teachers to better understand the teaching content. They are not meant to be read out to the class.

Topic: Physical Growth

Musical Madness

Instructions:

Step 1: Get pupils into pairs.

Step 2: Have one pupil from each pair form a circle. The remaining pupils are to form another circle surrounding the inner circle.

Step 3: Play some music.

Step 4: Instruct pupils to walk in opposite directions as soon as they hear the music. For instance, pupils in the inner circle walk in a clockwise direction while the pupils in the outer circle walk in an anti-clockwise direction.

Step 5: Play the music for about 30 seconds then press the 'pause' button.

Step 6: Shout a command e.g., "Hand on knee!" (or an action on another body part).

Step 7: Tell pupils they are to find their partners and perform the action on their partner. That is, pupils have to look for their partners and put their hands on each other's knees.

The last pair of pupils to find each other and perform the action will be excluded from the next round. Play this game until there is one pair left. This pair will be the winners of the game.

Dem Dry Bones

Instructions:

Step 1: Sing the song. Turn the song into a chant if you are unfamiliar with the tune.

Step 2: Point to the different parts of the body mentioned in the song as you sing or chant.

Step 3: Get pupils to sing or chant, and perform the actions.

Lyrics:

Dem bones, dem bones, dem dry bones!
Dem bones, dem bones, dem dry bones!
Dem bones, dem bones, dem dry bones!
Yay! Now I know my bones.

The foot bone's connected to the leg bone,
The leg bone's connected to the knee bone,
The knee bone's connected to the thigh bone,
Yay! Now I know my bones.

The thigh bone's connected to the back bone,
The back bone's connected to the neck bone,
The neck bone's connected to the head bone,
Yay! Now I know my bones.

Dem bones, dem bones gonna walk aroun',
Dem bones, dem bones, gonna walk aroun',
Dem bones, dem bones, gonna walk aroun',
Yay! Now I know my bones.

The head bone's connected to the neck bone,
The neck bone's connected to the back bone,
The back bone's connected to the thigh bone,
Yay! Now I know my bones.

The thigh bone's connected to the knee bone,
The knee bone's connected to the leg bone,
The leg bone's connected to the foot bone,
Yay! Now I know my bones.

Suggested Answers

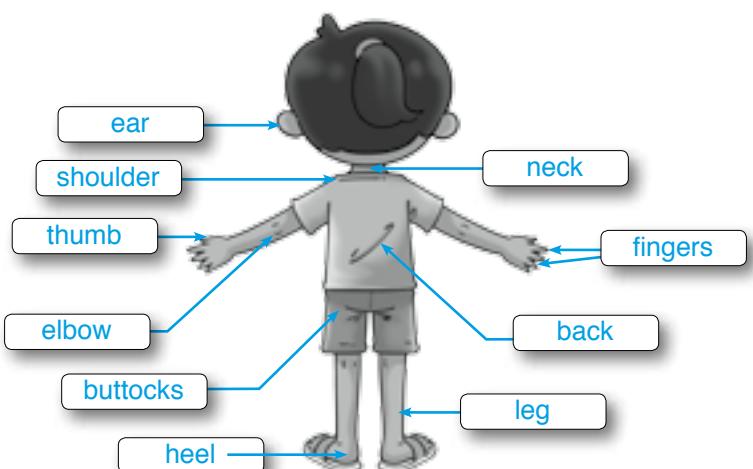
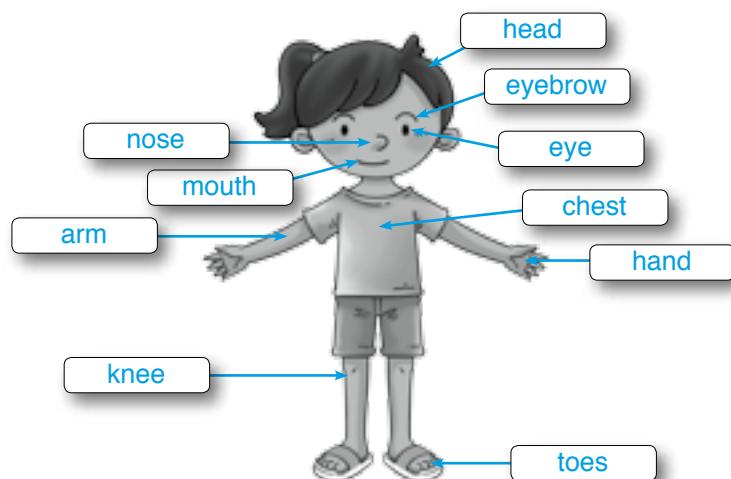
Accept all plausible answers for Lessons 2 (pages 7 & 8), 3 (pages 11 & 12), 4 (page 14) and 9 (page 22).

Physical Growth

Lesson 1: Members Of The Body



Page 4



Lessons 4: Keeping Fit



Page 14

Pupils should circle the following: hiking, swimming, playing football, jogging, playing tennis, playing basketball and rope skipping.

Lesson 5: Practise Good Posture

Pages 15 & 16



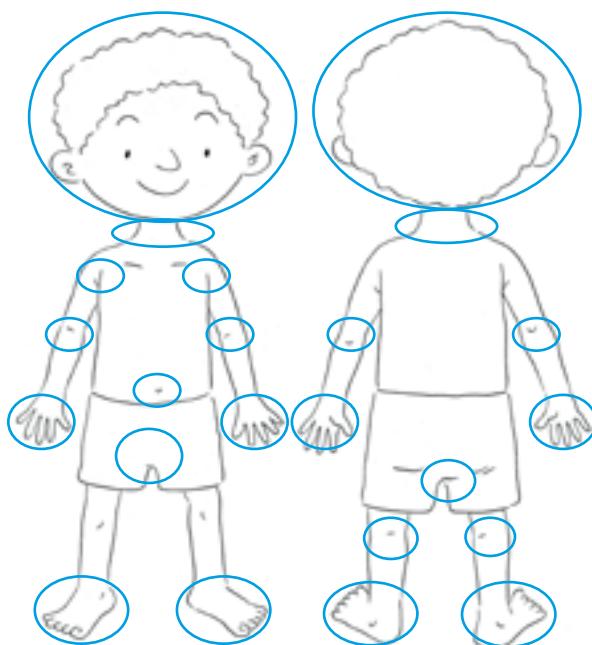
- | | | | |
|----|--|-----|--|
| 1. | | 6. | |
| 2. | | 7. | |
| 3. | | 8. | |
| 4. | | 9. | |
| 5. | | 10. | |

Good Hygiene Habits

Lessons 6 & 7: Nice And Clean



Page 20



Taking Care Of The Teeth

Lessons 9 & 10: Caring For My Mouth

Pages 23 & 24



Put a tick for the following pictures.

1. Haris gargling his mouth
2. Tawan brushing her teeth
3. Eileen flossing her teeth
4. Harold brushing his teeth
5. Lam brushing his teeth

Environment and Your Health

Introduction

Learning about how the environment affects our health is important. The formal introduction to the relationship between the environment and our health in this Health Education series helps to develop and cultivate important life skills in pupils.

The topics covered in this dimension allow pupils to apply concepts and recognise principles that are important to environment and health. Pupils will learn about safety in and outside their homes, and about germs and how they spread diseases. This dimension will equip pupils with the skills to recognise that the environment and health are interrelated.

The environment has an impact on one's health. As such, it is important to equip pupils with the knowledge, skills and attitudes that promote the ownership of good environmental health practices.

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 1: Watch Out!</p> <p><u>Key Ideas:</u></p> <ul style="list-style-type: none"> Accidents can happen if we are not careful; e.g. fires, falls, bodily injuries such as cuts and bruises, poisoning through medications, drowning and road accidents. Accidents can be prevented by: <ul style="list-style-type: none"> not looking at phones while walking; not running on slippery floors or along staircases; not jumping from high places; and not sitting on parapets. <p><u>Objectives:</u></p> <p>At the end of the lesson, pupils will be able to understand that it is everyone's responsibility to keep safe by paying attention to environmental dangers, and recognise that accidents and unsafe situations can occur in school, at home or in unexpected places and circumstances.</p>	<p>Start</p> <p> <u>Sharing</u> (Verbal/Linguistic)</p> <ul style="list-style-type: none"> Ask pupils to describe a time when they had fallen or hurt themselves due to carelessness or mischief on their part. Get pupils to share their experiences with the class. Pupils would probably respond that they suffered cuts and bruises. Some may have even sprained their limbs or required stitches. Ask pupils if their falls or injuries could have been avoided. <p>Develop</p> <p> <u>Discussion</u> (Visual/Spatial)</p> <ul style="list-style-type: none"> Direct pupils' attention to the Pupil's Book. Select pupils to talk about each picture. Ask them to describe what they think is going to happen. Ask pupils how the accident they are describing could have been avoided. Ensure that pupils realise that most accidents can usually be avoided. <p>Lecture</p> <ul style="list-style-type: none"> Remind pupils that accidents can happen anywhere and at any time. Tell pupils that accidents usually happen when people are not careful. Warn pupils that accidents may result in people falling and hurting themselves badly. Remind pupils of the experiences that were shared at the start of the lesson. 	Page 29	

Key Idea and Objective**Procedure****Pupil's Book****Teacher's Resource**

	<p> Role Play (Verbal/Linguistic)</p> <ul style="list-style-type: none">• Select four pupils to read aloud what Lam, Haris, Ajit Eileen and Tawan say.• Explain that a parapet is a low wall at the edge of a balcony, roof etc. <p>Conclude</p> <p> Review</p> <ul style="list-style-type: none">• Remind pupils that accidents can usually be avoided.• Remind pupils to always be conscious of their surroundings and not look at their phones while walking, run on slippery floors or along staircases, jump from high places or sit on a parapet.	Page 30	
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Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 2: Fire, Fire!</p> <p>Key Ideas:</p> <ul style="list-style-type: none"> Accidents can happen if we are not careful, e.g. fires, falls, bodily injuries such as cuts and bruises, poisoning through medications, drowning and road accidents. Accidents can be prevented by not playing with matches and lighters. <p>Objectives: At the end of the lesson, pupils will be able to understand that it is everyone's responsibility to keep safe by paying attention to environmental dangers, and recognise that accidents and unsafe situations can occur in school, at home or in unexpected places and circumstances.</p>	<p>Start</p> <p> Survey</p> <ul style="list-style-type: none"> Ask pupils if they have ever played with matches, candles or lighters before. Ask pupils how they obtained these items. This would help assess if pupils need better supervision at home or if they have pyromania (a compulsion to set things aflame) tendencies. <p>Develop</p> <p> Discussion (Visual/Spatial, Verbal/Linguistic)</p> <ul style="list-style-type: none"> Tell pupils to look at the comic strip in the Pupil's Book. Select pupils to describe what is happening in each frame. Point out to pupils how the superfriends could not tame the small fire they had lit. Ask pupils what could have happened if the adults were not present. This is to help pupils articulate the dangers of playing with fire. <p> Sharing (Verbal/Linguistic)</p> <ul style="list-style-type: none"> Ask pupils if they have played with fire before. If so, have them share their experiences with the class. <p> Lecture</p> <ul style="list-style-type: none"> Tell pupils that we need fire to help us cook our food and keep us warm. However, fire can also destroy everything. That is why we should never play with fire. Talk about how dangerous fire is—fire destroys things and can severely burn us. Tell pupils about a recent fire that resulted in property damage, injuries or fatalities. This is to illustrate the extent of damage that fire can cause. Tell pupils that it is a crime to commit arson, or deliberately set things on fire. <p>Conclude</p> <p> Activity</p> <ul style="list-style-type: none"> Get pupils to complete the activity in the Pupil's Book in pairs. 	Page 31	Page 32

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 3: Not Water Play</p> <p>Key Ideas:</p> <ul style="list-style-type: none"> Accidents can happen if we are not careful; e.g. fires, falls, bodily injuries such as cuts and bruises, poisoning through medications, drowning and road accidents. Accidents can be prevented by not playing with or in water if unsupervised by an adult. <p>Objectives:</p> <p>At the end of the lesson, pupils will be able to understand that it is everyone's responsibility to keep safe by paying attention to environmental dangers, and recognise that accidents and unsafe situations can occur in school, at home or in unexpected places and circumstances.</p>	<p>Start</p> <p> Lecture-Discussion</p> <ul style="list-style-type: none"> Ask pupils if they enjoy playing in or with water (e.g. playing in puddles, swimming or water sports). Talk about how water can be just as dangerous as fire—playing with water can result in drowning. <p>Develop</p> <p> Question and Answer (Visual/Spatial, Verbal/Linguistic)</p> <ul style="list-style-type: none"> Tell pupils to look at the comic strip in the Pupil's Book. Select pupils to describe what is happening. Select some pupils to describe what could have happened. <p>Sharing</p> <p></p> <ul style="list-style-type: none"> Ask pupils if they have experienced something similar before i.e. found a secluded or unused pond, swam without adult supervision or played rough games in water. Tell these pupils how easily they could have drowned. Tell pupils about a recent drowning incident. Alternatively, tell pupils the story of 7-year-old Dequan Humphries of New Orleans, USA. On 3 June 2006, Dequan, his 9-year-old sister and 9-year-old cousin were playing in the pool of a large apartment complex while his father was inflating their floats. There were several other people in the pool. However, no one noticed that Dequan was missing. A teenager who just got out of the pool looked down and noticed Dequan in the deep end of the pool. He jumped in, pulled Dequan out and began performing CPR (Cardio Pulmonary Resuscitation). Dequan was rushed to the hospital where he died later. 	Page 33	

Key Idea and Objective**Procedure****Pupil's Book****Teacher's Resource**

	<p> Activity</p> <ul style="list-style-type: none">Ask pupils to complete the activity in the Pupil's Book on their own. <p> Conclude</p> <p> Review</p> <ul style="list-style-type: none">Remind pupils that playing with water may seem fun, but it can be dangerous.Tell pupils they should always have a parent, guardian, or teacher watching over them when they swim or play in water. They should never wander off or do anything on their own.Add that they should only swim when they have permission and where they are allowed to.Also, remind pupils that they should never play dangerously with water.	Page 34	
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Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 4: Where Do I Cross?</p> <p>Key Ideas:</p> <ul style="list-style-type: none"> Accidents can happen if we are not careful; e.g. fires, falls, bodily injuries such as cuts and bruises, poisoning through medications, drowning and road accidents. Accidents can be prevented by using pedestrian crossings to cross the road. <p>Objectives:</p> <p>At the end of the lesson, pupils will be able to understand that it is everyone's responsibility to keep safe by paying attention to environmental dangers, and recognise that accidents and unsafe situations can occur in school, at home or in unexpected places and circumstances.</p>	<p>Start</p> <p> Survey</p> <ul style="list-style-type: none"> Ask pupils what they usually do when they want to cross a road—do they look for a pedestrian crossing, wait for an adult, or walk or dash across on their own? <p>Develop</p> <p> Activity</p> <ul style="list-style-type: none"> Ask pupils to complete the activity in the Pupil's Book. Go through the answers with them. <p> Question and Answer</p> <ul style="list-style-type: none"> Do not allow pupils to turn the page in the Pupil's Book. Ask pupils to name some types of pedestrian crossings. <p> Lecture</p> <ul style="list-style-type: none"> Direct pupils' attention to the pedestrian crossings shown in the Pupil's Book: traffic lights, overhead bridge, zebra crossing and underpass. Tell pupils they should cross the road at pedestrian crossings. Teach pupils the kerb drill: tell them they should do the following whenever they cross at a traffic junction or use a zebra crossing: stop, look right, then left, then right again. They should also hold up their right hand as they cross the road. <p> Demonstration (Bodily/Kinesthetic)</p> <ul style="list-style-type: none"> Ask pupils to demonstrate the kerb drill. <p> Lecture</p> <ul style="list-style-type: none"> Tell pupils about a recent traffic accident involving a child who did not use a pedestrian crossing. Alternatively, find out how many pupils walk to school. Ask them what pedestrian crossings they use. 	Page 35	Page 36

Key Idea and Objective**Procedure****Pupil's Book****Teacher's Resource**

- Point out to pupils the pedestrian crossings that are near your school. Remind them to use these crossings whenever they want to cross the road.
- Remind pupils that pedestrians (people who walk on streets or roads) should always cross at pedestrian crossings. Even then, they must look out for traffic as some drivers drive dangerously and may not be able to stop their vehicles on time.

Conclude**Review**

- Remind pupils that crossing the road wherever they like or where it is convenient may seem like a good idea as it may save time. However, it is not safe to do so.

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 5a: Danger!</p> <p><u>Key Ideas:</u></p> <ul style="list-style-type: none">• Accidents can happen if we are not careful; e.g. fires, falls, bodily injuries such as cuts and bruises, poisoning through medications, drowning and road accidents.• Accidents can be prevented by:<ul style="list-style-type: none">– not playing with matches and lighters;– not looking at phones while walking;– not running on slippery floors or along staircases;– not jumping from high places;– not playing with or in water if unsupervised by an adult;– not sitting on parapets;– not inserting small objects into nose and ears;– taking only prescribed medicines;– handling sharp objects carefully e.g. scissors, penknife; and– using pedestrian crossings to cross the road. <p><u>Objectives:</u></p> <p>At the end of the lesson, pupils will be able to understand that it is everyone's responsibility to keep safe by paying attention to environmental dangers, and recognise that accidents and unsafe situations can occur in school, at home or in unexpected places and circumstances.</p>	<p>Start</p> <p> <u>Review</u></p> <ul style="list-style-type: none">• Recap lessons 1-4 with pupils. To prevent accidents, pupils should:<ul style="list-style-type: none">– not run on slippery floors or along staircases;– not jump from high places;– not sit on the parapet;– not play with matches and lighters;– not play with or in water when unsupervised by an adult; and– use pedestrian crossings to cross the road. <p>Develop</p> <p> <u>Team Collaboration (Interpersonal)</u></p> <ul style="list-style-type: none">• Ask pupils to get into groups of four or five.• Get them to discuss the pictures in the Pupil's Book and complete the activity.• Go through the answers with pupils. All the superfriends shown are doing something unsafe.• Ask pupils to explain why. <p> <u>Activity</u></p> <ul style="list-style-type: none">• Tell pupils that the next activity is a revision exercise to ensure pupils recognise things that may cause accidents. If they know what these things are, they will be better equipped to prevent accidents.• Get pupils to fill in the blanks in the Pupil's Book.• Go through the answers with pupils.	Page 37	Page 38

Key Idea and Objective**Procedure****Pupil's Book****Teacher's Resource****Conclude** Activity (Visual/Spatial)

- Reproduce the Image Master 'Safety At Home' and have pupils complete the worksheet in pairs.

 Review

- Remind pupils to always be mindful of their surroundings.
- Tell them that they have to act responsibly by taking precautions to prevent accidents.

Image Master: Safety At Home (Page 44)

Key Idea and Objective

Lesson 5b: Danger! (Optional activity)

Key Ideas:

- Accidents can happen if we are not careful; e.g. fires, falls, bodily injuries such as cuts and bruises, poisoning through medications, drowning and road accidents.
- Accidents can be prevented by:
 - not playing with matches and lighters;
 - not looking at phones while walking;
 - not running on slippery floors or along staircases;
 - not jumping from high places;
 - not playing with or in water if unsupervised by an adult;
 - not sitting on parapets;
 - not inserting small objects into nose and ears;
 - taking only prescribed medicines;
 - handling sharp objects carefully e.g. scissors, penknife; and
 - using pedestrian crossings to cross the road.

Objectives:

At the end of the lesson, pupils will be able to understand that it is everyone's responsibility to keep safe by paying attention to environmental dangers, and recognise that accidents and unsafe situations can occur in school, at home or in unexpected places and circumstances.

Procedure

Start



Activity

- Pupils will complete 'Eileen's Poster' in the Image Master.
- Organise pupils into groups of four or five and give them some time to discuss the answers in their groups.
- Go through the answers with the class.

Develop



Demonstration (Bodily/Kinesthetic)

- Ask pupils if they know what a fire drill is.
- Tell pupils they are going to practise the fire drill today. Tell pupils that a fire drill prepares people in the event there is a fire.
- Tell pupils that everyone should remain calm and move quickly during a fire. They should not panic or run.
- Show pupils how they should exit the classroom (e.g. in an orderly fashion or in twos), which stairs they should use and where they should assemble.
- Have pupils practise the fire drill.

Conclude



Activity

- Reproduce the Image Master 'Unscramble!' and ask pupils to complete the activity in pairs. Alternatively, you may want to ask pupils to complete this activity as homework.

Pupil's Book

Teacher's Resource

Image Master: Eileen's Poster (Page 45)

Image Master: Unscramble! (Page 46)

Suggested Lesson Plans

Safety In Public Places (Lessons 6 to 8)

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 6: Going Home Alone</p> <p><u>Key Idea:</u> It is important to know some ways of ensuring safety in public places: – do not go into a lift with a stranger; and – do not walk in dark and lonely places.</p> <p><u>Objectives:</u> At the end of the lesson, pupils will be able to recognise dangerous situations and react to them in ways to reduce harmful effects.</p>	<p>Start  <u>Survey</u> • Ask pupils how many of them have parents/grandparents/guardians who fetch them home. Ask them if their parents/grandparents/guardians have ever been late. What did the pupils do while they waited?</p> <p>Develop  <u>Lecture-Discussion (Visual/Spatial, Verbal/Linguistic)</u> • Tell pupils to look at the comic strip in the Pupil's Book. • Ask pupils to describe what they see in the comic strip and what they think happened to Haris. • Go through the pictures on page 40 of the Pupil's Book. Each picture shows what Haris should have done. • Tell pupils to remember what Haris says so that they will know what to do if they are ever caught in the same situation as Haris. • Have pupils close the Pupil's Book and recap what Haris said.</p> <p>Brainstorm  • Ask pupils to think of other safety measures they can adopt when they are alone. Acceptable responses include calling their parents or guardian, or looking for a friend to keep them company, etc.</p> <p>Conclude  <u>Activity</u> • Get pupils to tell their partners how they go home from school every day. Are there areas they should avoid?</p> <p> <u>Activity</u> • Close the lesson by recalling the four important things pupils can do to stay safe: - Stay with an adult they trust when waiting alone. - Avoid dark and quiet places. - Avoid going into a lift with strangers. - Seek help at the school office or a nearby police station if they need to. • For homework, pupils are to ask their parents for the location of the police station closest to their home. They will bring the information (address and phone number) to class for the next lesson.</p>	Page 39 Page 40	

Key Idea and Objective**Procedure****Pupil's Book****Teacher's Resource****Lesson 7: Be Aware!**Key Idea:

It is important to know some ways of ensuring safety in public places:

- beware of strangers and do not leave with them; and
- do not accept food and drinks, toys, rewards, favours or rides from strangers.

Objective:

At the end of the lesson, pupils will be able to recognise dangerous situations and react to them in ways to reduce harmful effects.

StartLecture-Discussion

- Ask pupils who they think strangers are.
- Explain that a stranger is a person they do not know well. Most of the people we meet (at a park, bus stop, on an MRT train, etc.) are strangers to us. A relative whom we have never met may also be considered a stranger.

Sharing (Verbal/Linguistic)

- Ask pupils if they have ever been approached by strangers before.
- Get these pupils to share their experiences with the class.

DevelopQuestion and Answer (Visual/Spatial)

- Direct pupils' attention to the pictures in the Pupil's Book. Tell them the pictures show what some strangers may do to trick them into following him/her.
- Select pupils to talk about each picture. Take time to go through each picture in detail.

Lecture

- Point out to pupils that they should never accept food and drinks from a stranger, no matter how hungry or thirsty they may be. Explain that the food and drinks may be drugged and cause them to feel dizzy or faint. When that happens, the stranger can easily harm them or take them away.
- Tell pupils that they should also not accept toys, rewards, favours or rides from a stranger. Many strangers use toys, rewards, favours and rides to lure children to them.

ConcludeActivity

- Get pupils to complete the activity in the Pupil's Book on their own.
- This activity will help you assess pupils' understanding of safety with strangers.

Page 41

Page 42

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 8: Should I Go With Them?</p> <p>Key Idea: It is important to know some ways of ensuring safety in public places:</p> <ul style="list-style-type: none"> – do not go into a lift with a stranger; – beware of strangers and do not leave with them; – do not accept food and drinks, toys, rewards, favours or rides from strangers; and – do not walk in dark and lonely places. <p>Objective: At the end of the lesson, pupils will be able to recognise dangerous situations and react to them in ways to reduce harmful effects.</p>	<p>Start  Lecture</p> <ul style="list-style-type: none"> • Tell pupils that strangers are not always scary to look at. On the contrary, they can look very kind and friendly. <p>Develop  Lecture (Intrapersonal)</p> <ul style="list-style-type: none"> • Read aloud the following conversations to pupils. After each conversation, ask pupils if they agree with the superfriend's decision. <p>Scenario 1 Aunt Rita: Hi Ajit, do you remember me? Can you help me carry these books to my car? Ajit: Hi Aunt Rita. Yes, I remember you. You are my mother's friend. Aunt Rita: That's right. Can you help me please? Ajit: Sure, where is your car?</p> <p>Scenario 2 Man in the park: Hey little girl. May I take a photograph of you for a magazine? Tawan: Erm, I don't know. Let me ask Grandma first, she's just over there. Man in the park: Oh, don't trouble your grandma. I only need a few minutes of your time. We can take pictures over there. Tawan: I think I should get Grandma's permission first.</p> <p>Scenario 3 Policeman: Are you Lam? There was a robbery near your school yesterday. Please follow me to the police station. We need you to help us with some questions. Lam: Wait a minute. I need to call and inform my father.</p>	Page 43	

Key Idea and Objective**Procedure****Pupil's Book****Teacher's Resource**

	<p><i>Scenario 4</i></p> <p>Uncle Freddie: Hi Eileen, your parents asked me to fetch you from school. Quick, get in the car.</p> <p>Eileen: I'm sorry but I do not know you. Let me call my parents to check with them.</p> <p>Uncle Freddie: I'm Uncle Freddie from Malaysia. Get in and you can use my mobile phone to call your parents.</p> <p>Eileen: Oh, all right!</p> <p><i>Scenerio 5</i></p> <p>Lady in the car: Hey boy, your mother has met with an accident! Come with me quickly! She's in the hospital asking for you!</p> <p>Haris: Who are you? What happened?</p> <p>Lady in the car: Your mother is seriously hurt! Hurry! Get in the car! I'll tell you more along the way.</p> <p>Haris: All right, I'll come with you.</p> <p><i>Scenerio 6</i></p> <p>Uncle Ben: Harold! It's Uncle Ben, your old neighbour! I just moved into this block. Shall we have some snacks at my place?</p> <p>Harold: Oh hello Uncle Ben. Let me ask my mother if I can go to your place.</p> <p>Uncle Ben: Oh I'm sure she'll say yes. It's only for a little while.</p> <p>Harold: You're right. Let's go now.</p>		
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Key Idea and Objective**Procedure****Pupil's Book****Teacher's Resource****Lecture-Discussion**

- Go through the answers with pupils.

Scenario 1

Ajit should not help Aunt Rita right away. He should ask his mother or father for permission.

Scenario 2

Tawan is right to insist on asking her grandma for permission. (You may like to add that a professional photographer will ask Grandma for permission before taking photographs of Tawan.)

Scenario 3

Lam did the right thing to call his father before leaving with the policeman. When approached by the police, contact your parents or an adult you trust so that they may go to the police station with you.

Scenario 4

Eileen should not get into the car with Uncle Freddie just because he says he's her uncle. She should not give in so easily to his suggestion that she may use his mobile phone.

Scenario 5

Haris should not get into the lady's car. His mother would not have sent a stranger to fetch him.

Scenario 6

Even though Harold knows Uncle Ben, he should still ask his mother for permission to visit his place for snacks.

Key Idea and Objective**Procedure****Pupil's Book****Teacher's Resource**

	<p> Lecture</p> <ul style="list-style-type: none">• Tell pupils that if a stranger approaches them for help, they should first look for an adult they trust, and inform that adult before helping the stranger. If the stranger refuses to let them go or continues to pester them, they should shout "Help! Help! Stranger!" to draw attention to themselves.• Tell pupils that some strangers pretend to be policemen, firemen or other officials to trick others. Pupils must be alert and find a trusted adult to verify the identity of the stranger. <p> Conclude</p> <p><u>Activity</u></p> <ul style="list-style-type: none">• Get pupils to read aloud the pledge.• Get pupils to write their names on the pledge so that it will be a personal reminder on how to be safe around strangers.		
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Name:

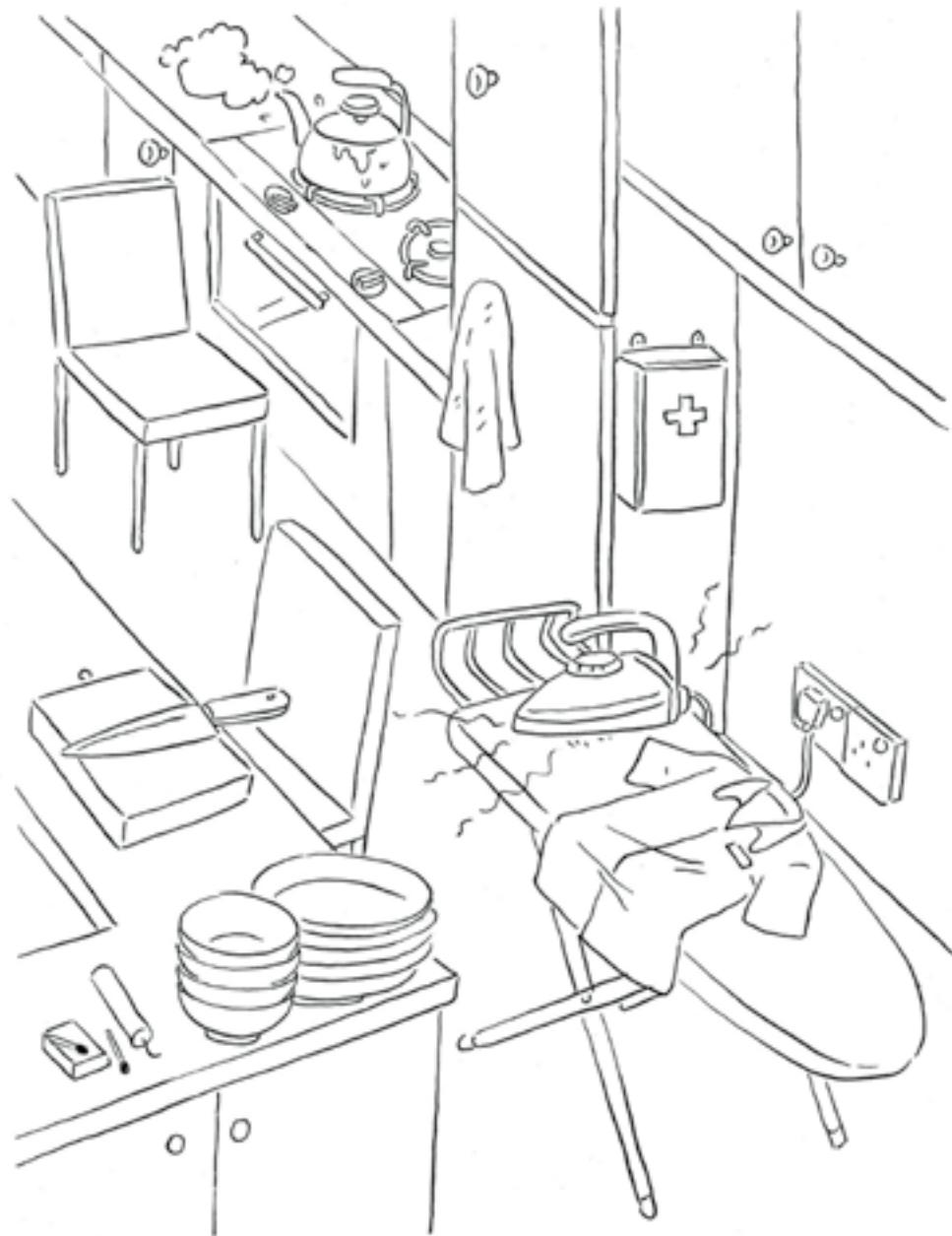
Class:

Date:

Safety At Home



Look at the picture below. Colour in red the things that you should not play with.



Learning Objectives:

Pupils will be able to understand that it is everyone's responsibility to keep safe by paying attention to environmental dangers, and recognise that accidents and unsafe situations can occur in school, at home or in unexpected places and circumstances.

Name:

Class:

Date:

Eileen's Poster



**Help Eileen complete her poster on safety.
Fill in the blanks below.**

Safety First!

1. Always be careful. Do not _____ if the floor is _____.
2. Do not _____ on or _____ from high places.
3. Do not _____ down the stairs.
4. Never play with _____ or _____.
5. Never share _____ with anyone.
6. Do not play with _____ objects.
7. When you swim or play with water, be sure to keep safe and not play _____ games with each other.

Learning Objectives:

Pupils will be able to understand that it is everyone's responsibility to keep safe by paying attention to environmental dangers, and recognise that accidents and unsafe situations can occur in school, at home or in unexpected places and circumstances.

Name:

Class:

Date:

Unscramble!



Unscramble the words below using the clues provided.

1. You may trip over these and fall.

o t s

— — y —

2. You may start a fire if you play with these.

m c a h e

— — t — — s

3. You should not swim if you see this at the seaside.

r e l a

— — d f — — g

4. You should keep away from places or things with this sign.

g a d e

— — n — — r

5. You may meet with an accident if you do not cross the road at this.

f i t f a s g t i

— r — — c l — h —

Learning Objectives:

Pupils will be able to understand that it is everyone's responsibility to keep safe by paying attention to environmental dangers, and recognise that accidents and unsafe situations can occur in school, at home or in unexpected places and circumstances.

Suggested Answers

Accept all plausible answers for Lessons 2 (page 32), and 9 (page 42).

Preventing Accidents

Lesson 3: Not Water Play



Page 34

- | | |
|------|------|
| 1. N | 4. Y |
| 2. N | 5. Y |
| 3. Y | |

Lesson 4: Where Do I Cross?



Page 35

Pupils should circle Eileen, Harold and Lam. (Eileen is on the overhead bridge; Harold is waiting at the traffic lights and Lam is on the zebra crossing.) Put a cross on Ajit, Haris and Tawan. (Ajit is crossing the road when the red man shows; Haris is climbing the railing; and Tawan is running across the road and not using a pedestrian crossing.)

Lesson 5: Danger!



Page 37

Draw a cross (**X**) in all four boxes.

- | | |
|---------------|--------------|
| 1. traffic | 4. lightning |
| 2. pedestrian | 5. dangerous |
| 3. lighters | |

Safety In Public Places

Lesson 7: Be Aware!



Page 42

- | | |
|------|------|
| 1. Y | 4. Y |
| 2. N | 5. N |
| 3. N | |

Lesson 8: Should I Go With Them?

Page 43


- 1. ✓
- 2. ✓
- 3. ✓

- 4. ✗
- 5. ✗
- 6. ✗

Note: The following are answers for the Image Master worksheets.

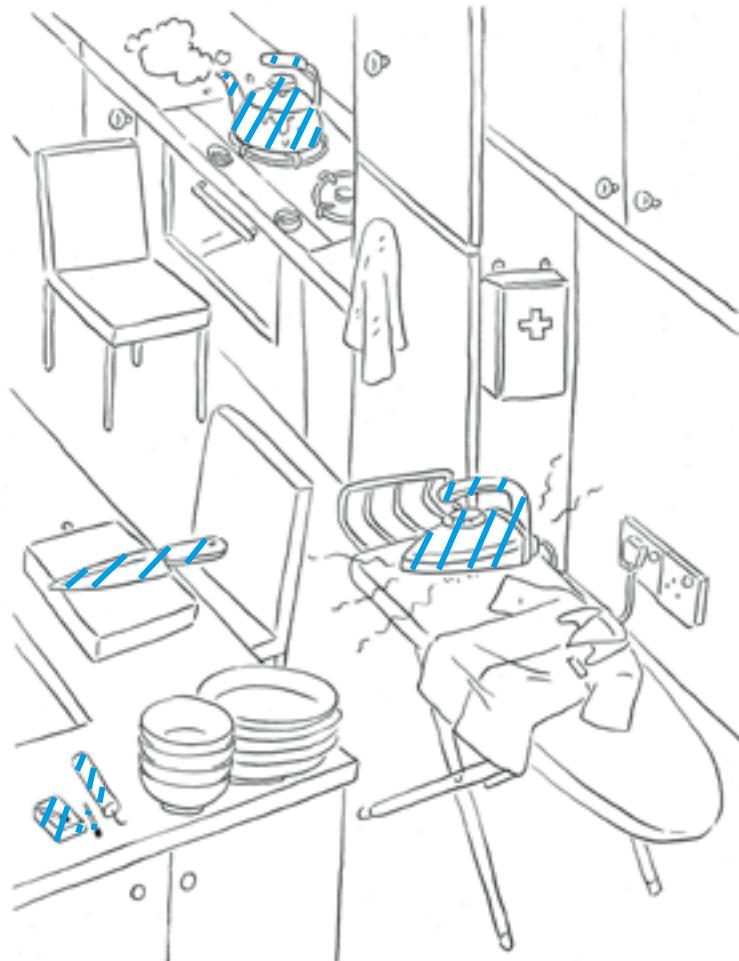
Preventing Accidents



Lesson 5a: Danger!

Image Master: Safety At Home

Page 44



Lesson 5b: Danger!

Image Master: Eileen's Poster



Page 45

- | | |
|----------------------|--------------|
| 1. run, wet | 5. medicine |
| 2. sit, jump | 6. sharp |
| 3. run | 7. dangerous |
| 4. matches, lighters | |

Lesson 5b: Danger!

Image Master: Unscramble!



Page 46

- | | |
|-------------|-------------------|
| 1. toys | 4. danger |
| 2. matches | 5. traffic lights |
| 3. red flag | |

Emotional and Psychological Health

Introduction

Learning about emotions is important. The formal introduction to emotions in this Health Education series helps to develop and cultivate emotional literacy in pupils. This in effect propels the overall learning, development and socialization skills of pupils.

This dimension pertains to the realm of emotional intelligence (Goleman, 1995), which is part of both intrapersonal and interpersonal intelligences. The topics covered in this dimension allow pupils to recognise, name and take ownership of their emotions and behaviour. This dimension will equip pupils with the cognitive skills needed to recognise and empathise with others, as well as to express their own emotions in appropriate ways. In order to achieve this, pupils are taught to take into consideration the emotions of the people around them.

Emotions are an essential and necessary part of human life. They make us unique and special. As such, it is important to mould the minds of young pupils with the life skills they can emulate throughout their lives.

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 1: Feelings</p> <p>Key Idea: There are different types of emotions such as happiness, sadness, fear, anger, restlessness, at peace and at ease.</p> <p>Objective: At the end of the lesson, pupils will be able to understand different positive and negative emotions experienced.</p>	<p>Start  Lecture (Verbal/Linguistic) <ul style="list-style-type: none"> • Read the poem. • Stress the different feelings mentioned—explain to pupils what the words mean. • Re-read the poem to help pupils recall the different feelings. Develop  Lecture-Discussion <ul style="list-style-type: none"> • Tell pupils feelings make us unique and human. • Ask pupils how they express their feelings—what do they do to show how they feel? For example, they may smile when they feel happy, frown when they feel angry, and cry when they feel sad. Look at the Teaching Notes on 'My Emotions' for more details. Activity  <ul style="list-style-type: none"> • Get pupils to match the superfriends to the words that express how they feel. • Introduce the terms 'excited', 'surprised' and 'at peace' to pupils. • Highlight to pupils that people can have many feelings at the same time. Conclude  <ul style="list-style-type: none"> • Have pupils circle the words that express how they feel today. Crossover-Art (Verbal/Linguistic, Verbal/Spatial)  <ul style="list-style-type: none"> • Construct a tree trunk and some bare branches using brown paper. Tell pupils they are going to help you create a Feeling Tree. Tell pupils to trace the leaf in the Pupil's Book onto a piece of paper. Have them write their names and how they feel on the leaf. Then cut out the leaf to paste on the Feeling Tree. </p>	<p>Page 47</p> <p>Page 48</p> <p>Page 49</p> <p>Page 50</p>	<p>Teaching Notes: My Emotions (Page 65)</p>

Key Idea and Objective**Procedure****Pupil's Book****Teacher's Resource****Extension Activities** Crossover-Art (Visual/Spatial)

- Have each pupil make a mask to show any one of the feelings they have learnt in this lesson—happiness, anger, sadness, fear, excitement, surprise and at peace.
- Have pupils wear the masks or display them in class.

OR

 Crossover-Music (Musical/Rhythmic)

- Get pupils to turn the poem on page 47 in the Pupil's Book into a rap.

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 2: How Do I Feel?</p> <p>Key Idea: It is important to recognise different emotions caused by different situations, e.g. celebrations, loss of a pet, being alone, not getting what one wants.</p> <p>Objective: At the end of the lesson, pupils will be able to understand different positive and negative emotions experienced.</p>	<p>Start  Discussion (Verbal/Linguistic) <ul style="list-style-type: none"> Get pupils into groups of three or four. Guide pupils in a discussion on how Harold, Tawan, Ajit, Eileen and Haris feel in the situations shown in the Pupil's Book. Help pupils articulate their thoughts and remind them to use the words they learnt in the previous lesson on feelings: happy, sad, scared, angry, excited, surprised, at peace, relaxed, tired and energetic. <p>Develop  Lecture <ul style="list-style-type: none"> Tell pupils that different situations give them different feelings. Celebrations and birthdays make them happy, whereas the loss of something dear or an illness in the family can make them sad. <p> Survey <ul style="list-style-type: none"> Ask pupils what makes them happy, sad, angry or scared. Write pupils' answers on the board. Tally pupils' answers to find out how many of them listed similar situations that caused happiness, sadness, anger and fear. <p> Activity (Visual/Spatial) <ul style="list-style-type: none"> Pupils are to imagine they are the superfriends shown in the pictures. In pairs, ask them to discuss how they think the pupils feel and to draw the face that best represents their feelings. <p> Conclude Review <ul style="list-style-type: none"> Point out to pupils how certain situations make us happy whereas others make us sad. Tell pupils the result of the survey done earlier. </p></p></p></p></p>	Page 51	Page 52

Key Idea and Objective**Procedure****Pupil's Book****Teacher's Resource****Lesson 3: In A New Place**Key Idea:

Knowing how to adapt to a new environment and relate to other people to create a sense of belonging.

Objective:

At the end of the lesson, pupils will be able to understand different positive and negative emotions experienced.

StartSurvey

- Ask pupils how they felt on their first day of school—were they scared, happy or excited? Did they make any friends?

DevelopDiscussion (Visual/Spatial)

- Ask pupils to study the comic strip. Tell them it is the first day of school for the superfriends.
- Get pupils to talk about what they observe in each frame.
- Point out to pupils that helping others is a good way to make friends. Look at the Teaching Notes on 'Helping Others With Special Needs'.

ConcludeBrainstorm (Interpersonal)

- Get pupils to form pairs and ask them to think about what they can do when they are in a new place or with new people.
- Highlight to pupils how they meet many children of different races in school. Encourage pupils to interact with people of different races.
- Give pupils time to think and discuss the choices shown in their books.
- Ask pupils to share their answers.

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Teaching Notes: Helping Others With Special Needs (Page 68)

Page 54

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 4a: May I Touch You?</p> <p>Key Idea: A good touch can mean a pat on the shoulder/ hand/ head, or a hug or a peck on the cheek as a sign of affection.</p> <p>Objective: At the end of the lesson, pupils will be able to differentiate between good and bad touch.</p>	<p>Start  Survey</p> <ul style="list-style-type: none"> Conduct a survey to find out how many pupils have received a pat on their head from family members or relatives. Tell pupils that in some cultures, this is a sign of love, which may make people happy. In other cultures, this may make people angry because it shows a lack of respect. Ask pupils if they feel it is alright for someone to pat them on the head. <p>Develop  Brainstorm (Interpersonal)</p> <ul style="list-style-type: none"> Get pupils into groups of three or four. Ask pupils to think of and name other signs of love that they receive from family members, especially their parents. Guide pupils' answers away from material signs like toys and money. Point out that people of different races may express their love for each other differently. For instance, a younger Muslim greets an older Muslim by kissing the back of his/her hand. <p> Question and Answer</p> <ul style="list-style-type: none"> Ask pupils to name some signs of love that makes them happy. <p> Lecture-Discussion</p> <ul style="list-style-type: none"> Draw pupils' attention to signs of love such as a hug, a handshake, a peck on the cheek or a pat on the shoulder, hand or head. Ask pupils how they feel when people touch them in the form of hugs or pats—they should feel loved and happy. Tell pupils that there are times when they will not feel happy or loved when they are touched. Instead, they may feel scared, confused, angry or sad. 		

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
	<ul style="list-style-type: none"> Explain to pupils that the main reason why these touches cause such feelings is because they are unwanted. Name some examples of unwanted touches such as kicking and punching. Tell pupils that there are many types of unwanted touches. Some people do not like being tickled, so they consider tickling an unwanted touch. <p> Brainstorm (Interpersonal)</p> <ul style="list-style-type: none"> Get pupils into groups of three or four. Ask pupils to think of and name some unwanted touches. Guide pupils' answers toward physical touches such as kicking, hitting and punching. 		

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 4b: May I Touch You?</p> <p><u>Key Ideas:</u></p> <ul style="list-style-type: none"> • A bad touch occurs when one's private areas are touched by others. The body is very personal and one should not allow anyone to touch the private areas unnecessarily. • It is important to know the difference between good and bad touch. <p><u>Objective:</u></p> <p>At the end of the lesson, pupils will be able to differentiate between good and bad touch.</p>	<p>Start</p> <p> <u>Activity</u></p> <ul style="list-style-type: none"> • Ask pupils to work on the first activity in the Pupil's Book. <p>Develop</p> <p> <u>Lecture</u></p> <ul style="list-style-type: none"> • Tell pupils that besides kicking, punching and tickling, there are other serious types of unwanted touches. These touches involve their private parts. <p>Conclude</p> <p> <u>Activity</u> (Visual/Spatial)</p> <ul style="list-style-type: none"> • Ask pupils to draw a red cross on the areas which must not be touched by others. 	Page 55	Page 56

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 5: It Is Not My Fault</p> <p><u>Key Idea:</u> To protect oneself from experiencing negative emotions such as guilt or hurt, one should take precautions in not allowing anyone to touch one's private areas.</p> <p><u>Objective:</u> At the end of the lesson, pupils will be able to differentiate between good and bad touch.</p>	<p>Start  <u>Question and Answer</u> (Visual/Spatial) <ul style="list-style-type: none"> Draw an outline of a child on the board and get pupils to come to the front of the class and mark with a cross the areas which are private to them. </p> <p>Develop  <u>Team Collaboration</u> (Interpersonal) <ul style="list-style-type: none"> Have pupils form groups of at least four and work on the first activity. </p> <p>Lecture  Go through the first activity and alert pupils to the fact that they may feel sad, scared, angry or confused when they receive unwanted touches. <ul style="list-style-type: none"> Stress that such feelings are normal. Tell pupils that they are not to be blamed for those touches. </p> <p>Discussion (Verbal/Linguistic)  Ask pupils if they think unwanted touches can come from people they know and trust. <ul style="list-style-type: none"> Engage pupils in a discussion with regard to the above point. </p> <p>Conclude  <u>Activity</u> <ul style="list-style-type: none"> Have pupils fill up the survey form. Pay special attention to pupils who indicate positively to at least one question. Refer to the Teaching Notes on 'Protection From Abuse' for details. </p>	Page 57	Teaching Notes: Protection From Abuse (Page 70)

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 6: What Can I Do?</p> <p>Key Idea: When someone touches one's private areas inappropriately or any other areas that one is uncomfortable with, the following actions should be taken: – tell the person to stop touching; – get away from the person; and – inform a trusted adult.</p> <p>Objective: At the end of the lesson, pupils will be able to seek appropriate sources of help or skills needed when threatened by sexual abuse.</p>	<p>Start  Role Play (Verbal/Linguistic) <ul style="list-style-type: none"> Select pupils to pretend to be the superfriends and read the conversation aloud. Remind the pupil playing Haris to address the class when he/she is reading. Develop  Brainstorm <ul style="list-style-type: none"> Get pupils into groups of three or four. Ask pupils to think of ways they can prevent unwanted touches. Do not allow pupils to turn the page in their books. Lecture <ul style="list-style-type: none"> Go through the list of ways to prevent unwanted touches. Read them aloud and have pupils repeat clearly after you. Tell pupils that if they are unable to prevent unwanted touches, they are to remain calm and look for a trusted adult whom they can confide in later. Tell pupils the importance of staying calm—they will be able to remember what the person who approached them looks like, and be able to remember not to allow themselves to be with him/her ever again. Conclude  Role Play (Bodily/Kinesthetic) <ul style="list-style-type: none"> Select eight pupils and divide them into pairs. One pupil from each pair is to be a 'stranger' and the other pupil is to be a 'victim'. Have the 'victim' practise saying aloud the statements learnt earlier to the 'stranger'. </p>	Page 59	Page 60

Key Idea and Objective**Procedure****Pupil's Book****Teacher's Resource****Lesson 7: Being Safe At Home**Key Idea:

When there are no adults in the house, do not allow anyone to enter.

Objective:

At the end of the lesson, pupils will be able to seek appropriate sources of help or skills needed when threatened by sexual abuse.

StartReview

- Review with pupils what they have learnt about dealing with unwanted touches.
- Tell pupils they may receive unwanted touches anywhere, including their homes.

Develop

Read the conversations aloud to the class.

Conversation 1

Man: Knock, knock!
Harold: Who's there?
Man: Pizza delivery!
Harold: I didn't order any pizza.

Conversation 2

Man: Knock, knock!
Haris: Who's there?
Man: This is Mr Tan, your neighbour. I came to return something.
Haris: Oh yes, my father told me about it.

Conversation 3

Woman: Knock, knock!
Lam: Who's there?
Woman: This is Miss Wong, your new tuition teacher.
Lam: Tuition? I wasn't informed.

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Key Idea and Objective**Procedure****Pupil's Book****Teacher's Resource**

Conversation 4
Woman: Knock, knock!
Eileen: Who's there?
Woman: It's Sandra. Remember me? We chatted on the Internet before.
Eileen: We have? I don't remember you.

Conversation 5
Man: Knock, knock!
Ajit: Who's there?
Man: I am giving away free storybooks.
Ajit: Books! Oh boy!

- After each conversation, allow pupils time to consider the answer to the relevant question.
- You may want to read or play the conversations again if pupils need to hear it more than once.
- All the conversations begin with “Knock, knock!” and the superfriend replies “Who’s there?”. You may want to get pupils to participate in the reading by chanting “Knock, knock!” and “Who’s there?”.

**Lecture**

- Go through the answers for the above activity—only Haris should open the door as his father had previously informed him about the neighbour’s visit. Everyone else should not open the door.
- Tell pupils how they may keep themselves safe at home when they are alone through the ways listed in the Pupil’s Book.

**Conclude****Role Play (Bodily/Kinesthetic)**

- Select eight pupils and divide them into pairs.
- One pupil from each pair is to be a ‘superfriend’ and the other ‘pupil’ is to be a ‘stranger’.
- Have pupils act out the different ways to practise being safe at home.

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Key Idea and Objective**Procedure****Pupil's Book****Teacher's Resource****Lesson 8: Being Safe In Public**Key Idea:

Inform parents when there is a change in activities, such as extra-curricular activities or school outings.

Objective:

At the end of the lesson, pupils will be able to seek appropriate sources of help or skills needed when threatened by sexual abuse.

StartReview

- Review with pupils what unwanted touches are and how they can prevent them.

DevelopDiscussion (Verbal/Linguistic)

- Give pupils time to study the comic strip about Ajit and the stranger.
- Get pupils to verbalise the sequence of events shown in the comic strip.
- Ask pupils what could have happened if Ajit had agreed to help the stranger, or if Haris and his father had not walked by.
- Write the responses on the board so that pupils may refer to them for the exercise on page 64 of the Pupil's Book.

Lecture

- Suggest to pupils that Ajit could have been harmed or kidnapped.
- Stress to pupils how close Ajit came to being hurt.

Activity (Interpersonal)

- Get pupils to complete the exercise in pairs.

Discussion (Verbal/Linguistic)

- Ask pupils to suggest what Ajit could have done. For example, he could have turned down the stranger's request for help politely or he could have not engaged in conversation with the stranger at all.
- Highlight to pupils how Ajit could have prevented the situation—he could have been more alert and aware that a stranger was watching him, and he could have asked his parents to accompany him to his teacher's home so that he would not be alone.

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Page 64

Key Idea and Objective**Procedure****Pupil's Book****Teacher's Resource**

- Draw pupils' attention to the fact that Ajit's situation arose mainly because he forgot his lesson was cancelled.
- Stress to pupils the importance of keeping their parents informed about their schedules—pupils must always remember to let their parents know if there are changes to the timing of their activities.

Conclude**Role Play (Bodily/Kinesthetic)**

- Have pupils take turns pretending to be Ajit and the stranger.
- Let pupils practise dealing with the stranger.

Extension Activities**Brainstorm**

- Ask pupils to think of how they can remind themselves to inform their parents of changes in their schedules. For instance, they could make sure their parents receive notes from teachers or they could write a reminder in their notebooks.

OR

**Lecture**

- If you have an example of a reported case in the news, tell pupils about a recent case in which a child was kidnapped by a stranger.

Teaching Notes: My Emotions

Note: These teaching notes are designed as background reading for teachers. They are not meant to be read out to the class.

Topic: My Emotions

The following are some common emotions expressed by young pupils and adults.

Basic emotion(s)	Associated emotions
Joy or happiness	Amusement, bliss, cheerfulness, contentment, delight, eagerness, elation, enjoyment, entrancement, enthusiasm, exhilaration, gaiety, gladness, glee, hope, jolliness, joviality, optimism, pleasure, pride, relief, satisfaction, thrill, triumph, zeal and zest
Surprise	Amazement and astonishment
Love	Adoration, affection, arousal, attraction, care, compassion, desire, fondness, infatuation, longing, lust, passion, sentimentality and tenderness
Sadness	Agony, alienation, anguish, defeat, dejection, depression, despair, disappointment, dismay, displeasure, embarrassment, gloom, glumness, grief, guilt, homesickness, hopelessness, humiliation, hurt, insecurity, insult, isolation, loneliness, melancholy, misery, neglect, pity, regret, rejection, remorse, shame, sorrow, suffering, sympathy, unhappiness and woefulness
Anger	Aggravation, agitation, annoyance, bitterness, contempt, disgust, dislike, envy, exasperation, ferocity, frustration, fury, grouchiness, grumpiness, hate, hostility, irritation, jealousy, loathe, outrage, rage, resentment, revulsion, scorn, spite, torment, vengefulness and wrath
Fear	Alarm, anxiety, apprehension, distress, dread, fright, horror, hysteria, mortification, nervousness, panic, shock, tenseness, terror, uneasiness and worry

Ways of expressing feelings and emotions may vary from child to child because of differences in cultures or family backgrounds. The table below summarises the possible expressions of certain emotions.

Emotion(s)	Expressions
Happiness and excitement	Chant, dance, draw, giggle, laugh, paint, sing, smile, or tell someone about it
Sadness, disappointment and grief	Cry, draw, paint, sob, weep, or withdraw from others or a situation
Anger	Confront the person physically (e.g. hit, kick, punch) or verbally (e.g. scold, shout), jump, scream or shout
Fear	Hide or run away from the person or thing, or stay close or cling to an adult or peer
Surprise	Laugh or smile

In teaching young pupils to be emotionally literate, you need to get them to recognise and accept their emotions as important, unique and special. Help pupils express their emotions in appropriate ways that are not harmful to themselves or others.

The following are some ways of helping pupils express and deal with their emotions. Where applicable, practise some of them during curriculum time.

- Acknowledge the emotion

Tell pupils that you understand why they feel the way they do and that it is normal to have that emotion under certain circumstances or situations.

- Empathise with the pupil

Empathy is feeling with another person or walking in another person's shoes. Explain that everyone feels sad sometimes and that it is normal to feel sad.

- Discuss or question the reasons for the emotion

Engage the pupil in discussion about his/her emotion and why he/she is feeling that way. Talk about the feeling or emotion—‘where’ it happens in the body and to describe the feeling as a colour, an object or a shape.

- Model acceptable ways of dealing with the emotion

Lead by example. Young pupils take their cues from adults. Demonstrate acceptable ways of dealing with your own emotions. If you are angry, express it verbally rather than physically. Do not blame anyone for your anger. If you are surprised, show it in your face and gestures. If you feel sad or afraid, express it in a drawing or a poem.

- Draw or paint the emotions

Drawing and painting are especially effective for pupils who are unable to use language to express themselves. Make available black, white and primary colours for pupils to use.

- Write or keep a journal about the emotions

These are effective ways for pupils who have the language capability to articulate their emotions and creatively express themselves through words.

- Make a sculpture

Modelling clay or dough can be used to allow young pupils to shape and express their emotions. Pupils may also talk about their sculptures.

- Movement and dance

Allow pupils to express their emotions with their bodies and facial expressions with or without music.

- Drama and music

Role play, puppetry and music are excellent media by which emotions and feelings can be conveyed effectively.

- Use of information technology

Encourage pupils to take digital photos of their artworks and put them in PowerPoint presentations, online journals or their class webpage.

Bibliography

1. Sorin R. Understanding Children's Feelings. Australia. 2004
2. Raber M.F. & Dyck G. Managing Stress for Mental Fitness. Crisp Publications Inc. USA 1993
3. McElmurray M.A. Feelings. Good Apple Inc. USA 1981
4. www.goodcharacter.com
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Teaching Notes: My Emotions

Note: These teaching notes are designed as background reading for teachers. They are not meant to be read out to the class.

Topic: My Emotions

Helping Others With Special Needs

Pupils learn by observing their teachers and imitating them. Therefore the way pupils treat Pupils With Special Rights (PWSR) is very much dependant on you. It is important for you to consciously model the appropriate attitudes and behaviours toward PWSR. These pupils may have physical disabilities such as hearing impairment, or suffer from Autism Spectrum Disorder (ASD).

The following are some suggestions with regards to treating PWSR.

- Treat them with respect. Do not treat them as if they have multiple disabilities. For example, it is not necessary to talk in monosyllables to pupils in wheelchairs if they do not have difficulties in communication.
- Treat them as you would any other pupil. This is to show that pupils who have special needs are no different from other pupils and do not receive special treatment.
- Appreciate what they can do. Do not set limits as to what they can accomplish.
- Help them build-up their self-confidence by recognising their talents and helping them excel in their forte.
- Encourage them to do things for themselves in order to become more independent. Over protecting them would only increase their dependence on others. This would hinder their ability to be independent in the future.
- Grant them time to get things said or done. Let them walk, talk or do things at their own pace.
- Practise flexibility in terms of teaching strategies and learning and assessment procedures used for these pupils. This will help enhance their learning experiences and reflect their accomplishments. For example, hearing-impaired pupils may have difficulties with listening comprehension and dictation. Where possible, make arrangements for them to be exempted from these activities.
- Collaborate with other teachers or counsellors in devising effective teaching strategies for these pupils.

- Communicate with parents/guardians to enhance the understanding and acceptance of the pupils' special educational needs.
- Offer help when necessary, but do not be offended if help is turned down.

The severity of a hearing impairment can range from mild to serious. Therefore, pupils with hearing impairment may have different levels of disability. It is important to know that many hearing-impaired people read lips and observe facial expressions as well as gestures to understand the person who is speaking to them. Here are some tips for teaching hearing-impaired pupils in a classroom setting.

- Maintain eye contact when speaking to them. If possible, have them sit closer to you, and preferably in such a way that they can see the other members of the group easily.
- Speak clearly and slowly without exaggerated lip movements.
- If the pupil wears a hearing aid, be sure that the hearing aid is functioning properly and that he/she is using it. In this case, there is no need for you to raise your voice as the hearing aid will distort speech in the process of amplifying it.

Bibliography

National Association for School Psychologists (NASP) website,
www.nasponline.org accessed August 2006 (Coping With Crisis—Helping Children With Special Needs)

Teaching Notes: **Protection From Abuse**

Note: These teaching notes are designed as background reading for teachers. They are not meant to be read out to the class.

Topic: Protection From Abuse

Abuse, especially sexual abuse in children, is a sensitive issue to broach. Young children are usually either too afraid or unable to tell someone they have been abused. In addition, they may not realise that they have been abused. Therefore it pays to be mindful and watchful of signs that indicate that your pupil may be a victim of abuse.

Abused children tend to display the following signs:

- Displaying a distinct fear of a particular person
- Having a more advanced knowledge of sexual matters at an inappropriate age
- Demonstrating inappropriate language and body movements
- Developmentally unable to keep up with peers
- Demonstrating a preoccupation with sexual games, dolls, role play and talking about sex
- Producing explicit drawings of male and female organs
- Masturbation or touching of genitals
- Attempting to touch adults in a sexual manner
- Is withdrawn and often appears confused
- Has a low self-esteem and lacks self-confidence
- Abuse marks

If you suspect your pupil has been abused, or your pupil informs you of being physically abused, consider the following courses of action:

- Listen to what your pupil tells you. Do not 'lead' the discussion or interrogate him/her. Let your pupil share what he/she is willing to tell.
- Reassure your pupil that what happened is not his/her fault.
- Keep your own feelings under control. Be calm and non-judgmental.
- Be supportive and provide help and guidance. Let your pupil know that confiding in you was possibly the only way to end the abuse.

- Report the case immediately.
- Do not share information, discuss the situation, or contact anyone involved.

Bibliography

Ohio State University Fact Sheet: Recognising Child Abuse. State 4-H Office. 2120 Fyffe Road, Columbus, OH 43210-1084

Suggested **Answers**

Accept all plausible answers for Lesson 1 (page 49).

My Emotions

Lesson 1: Feelings



Page 48

1. Eileen – angry
2. Ajit – scared
3. Haris – happy
4. Tawan – sad
5. Lam – unsure
6. Harold – tired

Lesson 2: How Do I Feel?



Page 51

1. Harold – happy, excited, glad and surprised
2. Tawan – sad and disappointed
3. Ajit – sad, upset, worried and scared
4. Eileen and Haris – angry and upset



Page 52

1. Eileen – 
2. Tawan – 
3. Haris – 
4. Ajit – 
5. Harold – 
6. Lam – 

Lesson 3: In A New Place



Page 54

Pupils should put a tick for the following statements:

1. I can make friends with someone.
2. I can talk to a family member about how I feel.
3. I can take part in an activity I enjoy.

Protection From Abuse

Lessons 4: May I Touch You?



Page 55

Pupils should put a cross for pictures 1 and 3.



Page 56

1. For boys: cross out the pubic area
2. For girls: cross out the pubic area and the chest

Lesson 5: It Is Not My Fault



Page 57

1. Eileen – happy
2. Tawan – angry
3. Lam – excited and happy
4. Ajit – scared and sad



Lesson 7: Being Safe At Home

Page 61

- | | |
|------|------|
| 1. N | 4. N |
| 2. Y | 5. N |
| 3. N | 6. N |



Page 64

The answers should contain the following ideas:

1. Ajit could have been hurt.
2. Ajit could have experienced an unwanted touch.
3. Ajit could have been harmed by the stranger.
4. Ajit could have gone missing.
5. Ajit could have been robbed.