

Perfect Match

Health Education

Dr Michael Chia

Grade

2

Teacher's Guide

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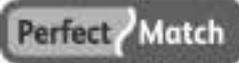
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The following table lists the relevant pages for each lesson.

Dimension	Topic	Component in the Teacher's Resource Booklet Lesson Number and Title in the Pupil's Book	Suggested Lesson Plan	Image Master	Teaching Notes	Suggested Answers
Physical Health	Food And Growth	1: Growing Well	2	23		28
		2: More About Food	4	24		
		3: Find Your Balance	6	25		29
	Diet And Growth	4: Snack Attack!	8	26		29
		5: Fruit And Vegetables	10			29
		6: Healthy Food Choices	12			
	Good Hygiene Habits	7: Eyes, Ears And Nose	14			29
		8: Sleep Well And Learn Better	15			29
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Environment and Your Health	Road Safety	1: Crossing Safely	34			50
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		3: Safety Rules I	37			50
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Emotional and Psychological Health	Managing My Emotions	1: Not Happy At All	54	69		79
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	Caring For Others	4: Caring For Others	60	71		
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Preface

The over-riding concept of the  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.

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, entrainment, enthusiasm, exhilaration, glee, gladness, glee, hope, joyousness, 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, grumpiness, 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, grumpiness, grumpiness, hate, hostility, irritation, jealousy, loathe, outrage, rage, resentment, revision, scorn, spite, torment, vengefulness and wrath
Fear	Alarm, anxiety, apprehension, distress, dread, fright, horror, hysteria, mortification, nervousness, panic, shock, tenseness, terror, uneasiness and worry

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

Image Masters are reproducible worksheets to be used in class or as extension activities. They may also be given to pupils as notes.

Image Master

Name: _____ Class: _____ Date: _____

Lesson 3

My Personal Pledge

I, _____ (write your name here), pledge to keep healthy by doing the following:

1. _____
2. _____
3. _____

Signed _____ Date _____

Learning Objective:
Pupils will be able to understand that good eating habits and exercise are necessary to develop and maintain healthy growth.

Physical Health 25

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

About Your Teeth

Lesson 10a: My Teeth

Image Master: Shape And Size Of Teeth

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1. different
2. biting
3. tearing
4. chewing
5. speak

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

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 2 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 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 

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.	Interpersonal	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.

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 1: Growing Well</p> <p><u>Key Idea:</u> Good habits such as eating healthily and exercising regularly will promote healthy growth of the body.</p> <p><u>Objective:</u> At the end of the lesson, pupils will be able to understand how to achieve healthy growth.</p>	<p>Start</p> <p> <u>Activity</u></p> <ul style="list-style-type: none"> • Ask pupils to name the three main meals—breakfast, lunch and dinner. • Tell pupils they are going to find out about Ajit's and Tawan's eating and exercise habits. Pupils are to listen carefully and circle 'B' if Ajit and Tawan had breakfast, 'L' if they had lunch, 'D' if they had dinner, and 'E' if they exercised. • Read aloud the following. Pause after each point to allow pupils to circle their answers. <p><i>Ajit's week</i></p> <ol style="list-style-type: none"> 1. Ajit woke up early every day, so he had breakfast the whole week. 2. Ajit's favourite meal is dinner. Last week, he had dinner with his parents every day. 3. On Tuesday and Friday, Ajit had to rush to class. He didn't have lunch on those days. 4. Ajit doesn't really like to exercise. This week, his only exercise was jogging on Tuesday. <p><i>Tawan's week</i></p> <ol style="list-style-type: none"> 1. Tawan enjoys rope skipping. She skipped for 15 minutes on Monday, Wednesday and Friday. 2. Sometimes, Tawan forgets to have breakfast. This week, she only had breakfast on Monday, Wednesday and Friday. 3. Tawan had dinner with her grandma every day. 4. In school, Tawan had lunch with Eileen every day. <p>Develop</p> <p> <u>Lecture-Discussion</u></p> <ul style="list-style-type: none"> • Ask pupils to name differences between Ajit and Tawan's exercise regimes, and similarities on how they 	<p>Page 3</p>	

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

both had dinner with their families every day, and how they sometimes missed meals.

 **Lecture**

- Highlight to pupils the importance of having regular meals and exercise. Both are important as they help us grow well and stay healthy.
- Explain the term 'regular'. It means repeatedly at about the same time every day, week, etc. Having regular meals and exercise means having at least three meals and one hour of physical activity or exercise a day.

 **Question and Answer**

- Ask pupils to name some examples of physical activity or exercise. Acceptable responses include all types of sports, brisk walking or climbing stairs. Ensure pupils understand what constitutes a physical activity as it is crucial to the completion of the next activity.

Conclude
 **Activity**

- Tell pupils the next activity will last five days. They are to record each time they are engaged in a physical activity or exercise and have a meal.
- Explain the key to pupils—the letters 'B', 'L', 'D' and 'E' refer to breakfast, lunch, dinner and exercise respectively.

Extension Activity
 **Brainstorm (Interpersonal)**

- Get pupils into groups of three or four.
- Ask pupils to brainstorm and name two examples of cultural food types found in their country, e.g. Thai, Vietnamese, Japanese, Chinese, Italian food etc.

Page 4

Image Master: All Types Of Food! (Page 23)

Key Idea and Objective

Lesson 2: More About FoodKey Idea:

Eating a variety of food and drinking enough water is necessary for healthy growth of the body.

Objective:

At the end of the lesson, pupils will be able to understand how to achieve healthy growth.

Procedure

Start Survey

- Ask pupils to share the results of their meal and exercise record. Did they have three meals a day? If not, how many of them had another meal (a heavy snack or supper)? How many of them exercised daily, every other day, or not at all?
- Conduct a brief survey of the results and encourage pupils to exercise more if they are not already doing so, or reduce the number of meals they are having if it is more than three.

Develop Role Play (Verbal/Linguistic)

- Select a few pupils to read aloud the dialogue between Eileen, Haris and Ajit.

 Question and Answer

- Ask pupils what they need to have at every meal, for example soup, vegetables, meat, or rice. Some pupils may name their favourite food items—accept all responses.
- Ask pupils to look at the picture and name the food items that Eileen, Haris and Ajit are having. Acceptable answers include rice, fish, chicken, vegetables, fruit and milk.

Lecture-Discussion

- Tell pupils that it is important to have a variety of food to stay healthy.

Pupil's Book

Teacher's Resource

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

Page 6

- Point out what Harold is telling Tawan in the picture—that she shouldn't be eating fishball noodles for lunch every day just because she loves them.
- Ask pupils to talk about their favourite food items and how often they eat them.
- Tell pupils that different types of food help them in different ways. Some types of food (e.g. rice, noodles, bread, etc.) give them energy. Other types of food (e.g. different types of fruit) give them important vitamins to prevent them from falling ill.
- Tell pupils they should drink at least eight glasses of water every day.
- Remind pupils to drink more water especially if they have been physically active or outdoors. This is because they would have lost water through perspiration.

Conclude **Activity**

- Distribute a copy of the worksheet, 'Do You Drink Enough Water?' to pupils.
- Tell pupils they are to record the number of glasses of water they drink each day, over the next five days. Each time they finish a glass of water, they are to circle one 'glass' on the chart.
- Tell pupils that a glass of water is about 250 ml of water. Show them a glass or mug, or any other container that can hold about 250 ml of water. This will help them estimate the number of glasses they have drunk.
- Tell pupils to include juice in their record, i.e., if they drink a glass of juice, they are to circle a glass in the worksheet.
- Remind pupils to bring the completed worksheet for the next lesson.

Image Master: Do You Drink Enough Water?
(Page 24)

Key Idea and Objective

Lesson 3: Find Your BalanceKey Ideas:

- Leading an active healthy lifestyle through sports and games will help promote and maintain good health and growth.
- Overeating together with lack of exercise may cause obesity.

Objective:

At the end of the lesson, pupils will be able to understand how to achieve healthy growth.

Procedure

Start Survey

- Ask pupils to take out the worksheet given out in Lesson 2, 'Do You Drink Enough Water?'.
- Conduct a brief survey of the number of pupils who drank at least eight glasses of water each day.
- Encourage pupils to drink more water if they have not already been doing so.

Develop Review

- Recap the main points learnt in the previous two lessons:
 1. Having regular meals and exercise is important for health. This means having at least three meals and one hour of physical activity or exercise every day.
 2. It is important to eat a variety of food and drink at least eight glasses of water every day.

 Lecture (Visual/Spatial)

- Explain the picture of Tawan—she is eating on one end of the see-saw and exercising on the other. Tell pupils how exercising helps them burn energy which they gain from eating. This is why overeating can lead to obesity, or being very overweight.

 Survey (Intrapersonal)

- Ask pupils to name some things they do in order to stay healthy. Acceptable responses include exercising, doing some form of physical activity, and/or eating healthily.
- Conduct a survey of the types of exercise or physical activity pupils do. Write pupils' responses on the board.

Pupil's Book

Page 7

Teacher's Resource

Image Master: Do You Drink Enough Water? (Page 24)

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

- Questions you may ask pupils include:
 1. How many of you swim at least once a week?
 2. How many of you jog at least once a week?
 3. How many of you do not exercise at all?
 4. What is your favourite sport?

 **Activity** (Visual/Spatial)

- Get pupils to complete the activity in the Pupil's Book.

Conclude **Activity**

- Distribute a copy of the worksheet, 'My Personal Pledge' to pupils.
- Tell pupils to write their names on the worksheet. Explain to them that a pledge is a special promise they make to themselves. The pledge on the worksheet is to help ensure they have regular meals and exercise, and drink sufficient water every day.
- Ask pupils to think of three things they can do to keep themselves healthy. Have them write them down.
- You may pin up the pledges on the board so that pupils may remind each other to do the three things they have written in their pledges.

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Image Master: My
Personal Pledge
(Page 25)

Suggested Lesson Plans

Diet And Growth (Lessons 4 to 6)

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 4: Snack Attack!</p> <p><u>Key Idea:</u> Food that is high in sugar, fats and salt should not be eaten in excess.</p> <p><u>Objective:</u> At the end of the lesson, pupils will be able to understand how to achieve healthy growth.</p>	<p>Start</p> <p> <u>Class Activity</u> (Verbal/Linguistic)</p> <ul style="list-style-type: none"> • Ask pupils what they do when they are hungry between meals. They may mention that they eat fruit or titbits like potato chips, ice-cream, sweets, etc. Write these on the board for pupils' reference for the class activity later on. • Explain that eating between meals is also called snacking. <p>Develop</p> <p> <u>Lecture-Discussion</u> (Verbal/Linguistic)</p> <ul style="list-style-type: none"> • Select some pupils to read aloud the dialogue between Haris, Lam, Ajit, Eileen and Tawan. • Ask pupils what they think of Ajit's choice of snack—is it healthy or unhealthy? • Tell pupils to look at the snacks Eileen is thinking of. Tell them that she is thinking of healthy snacks. • Tell pupils that food such as potato chips, sweets and chocolates are high in sugar, salt and fats, and should be avoided as they are unhealthy. • Tell pupils that eating such foods too often can lead to obesity and cause other health problems. Explain the term 'obesity'. It means being very overweight. <p> <u>Activity</u> (Visual/Spatial)</p> <ul style="list-style-type: none"> • Get pupils to complete the activity in the Pupil's Book. 	<p>Page 9</p> <p>Page 10</p>	

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

The pictures show the following food items:

1. sweetened drink, hamburger and fries
2. water, soup, white rice, steamed chicken and vegetables
3. sweetened drink, pizza and garlic bread
4. chocolate cake and hot chocolate
5. ice cream sundae
6. mixed vegetables, yogurt and spinach
7. white rice, water, vegetables and fish
8. milk and pasta with ham, corn and vegetables
9. *roti prata*, satay, peanut sauce and juice

Conclude**Review**

- Tell pupils it is never too late to start developing a healthy diet. If they need to snack they should choose healthy snacks such as fruit or crackers.

Extension Activity**Survey**

- Distribute a copy of the worksheet, 'Snacks!' to pupils.
- Get pupils to complete the survey.

Image Master: Snacks!
(Page 26)

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 5: Fruit And Vegetables</p> <p><u>Key Ideas:</u></p> <ul style="list-style-type: none"> • Fruit and vegetables are important for maintaining good health. • Two servings of fruit and two servings of vegetables should be eaten daily. <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>Class Activity</u> (Verbal/Linguistic)</p> <ul style="list-style-type: none"> • Get pupils into groups of four or five. • Tell pupils they are going to play a game called 'Guess The Fruit Or Vegetable!'. • Explain to pupils that the names of some fruit and vegetables have been written on small pieces of paper— one fruit/vegetable per piece. The pieces of paper have been folded and are kept in an envelope. • Each group is to select one member to pick one piece of paper from the envelope. This pupil will then describe the fruit or vegetable to the class. The group that he or she belongs to will have the first two guesses at what the fruit or vegetable is. If the group is unable to guess correctly, the other groups in the class are allowed to try. One point will be awarded to the group who identifies the fruit or vegetable correctly. • The group with the highest score wins. <p>Develop</p> <p> <u>Activity</u></p> <ul style="list-style-type: none"> • Turn pupils' attention to the riddles in the Pupil's Book. • Have pupils try to solve the riddles on their own before going through the answers with the class. You may need to help pupils spell the answers so that they can fill in the blanks in the Pupil's Book. <p> <u>Team Collaboration</u></p> <ul style="list-style-type: none"> • Get pupils into groups of four or five. • Ask them to think of four other fruit and vegetables and write their answers in the Pupil's Book. 	<p>Page 11</p> <p>Page 12</p>	

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

- Tell pupils that fruit and vegetables are very important in our meals. They contain minerals and vitamins which keep us healthy. They also contain fibre.
- Tell pupils that in order to have a healthy diet they should have two servings of fruit and two servings of vegetables every day.
- Give some examples of one serving of fruit—one wedge of papaya, one small apple, one slice of watermelon, ten grapes or one orange.
- Tell pupils that one serving of vegetables is equal to three quarter cup (or approximately 100g) of vegetables.

Conclude**Brainstorm** (Verbal/Linguistic)

- Ask pupils to come up with their own riddles about fruit or vegetables. Alternatively, think of other fruit and vegetables to describe. Have pupils play the game, 'Guess The Fruit Or Vegetable!' again.

Key Idea and Objective

Procedure

Pupil's Book

Teacher's Resource

Lesson 6: Healthy Food ChoicesKey Idea:

It is important to include a variety as well as the right amount of food in the diet.

Objective:

At the end of the lesson, pupils will be able to understand how to achieve healthy growth.

StartSharing

- Ask pupils what they ate yesterday.
- Write pupil's responses on the board. This is to help them articulate their answers for the next activity.

DevelopActivity

- Get pupils to complete the activity in the Pupil's Book.
- Have pupils compare lists with each other. Ask them if their partners had a varied and healthy diet—did they have at least two servings of fruit and vegetables, eight glasses of water, three meals and healthy snacks?
- Together with pupils, highlight:
 - the most popular meal,
 - the most popular snack,
 - the favourite drink,
 - the students who had breakfast, lunch, and dinner the earliest and the latest.

Survey (Intrapersonal)

- Tell pupils to complete the checklist in the Pupil's Book.
- Get them to count how many statements they have ticked.
- Ask pupils who have ticked all six statements to raise their hands. Congratulate them and tell them to keep it up.
- Ask pupils who have ticked four to five statements to raise their hands. Tell them they are doing quite well and encourage them to try and improve their diet.
- Ask pupils who have ticked three statements or below to raise their hands. Tell them they need to make some changes to their diet. Let them know that they can approach you if they need help understanding what is wrong with their diet, and suggest changes they should try to make.

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

- Get pupils to put up their hands if they have ticked 6 statements. Ask those who have put up their hands to stand together as Group 1. Likewise, get those who have ticked only 4–5 statements to form Group 2, and those who have ticked 0–3 statements to stand as Group 3.
- Help the pupils form a new group of three to four students. In each new group, there should be at least one member from each of Group 1, Group 2 and Group 3.
- In the new groups, ask pupils share about the food they eat for breakfast, lunch and dinner. Those who ticked four or more statements will suggest how the other pupils can change their daily meals.

Key Idea and Objective**Procedure****Pupil's Book****Teacher's Resource****Lesson 8: Sleep Well And Learn Better**Key Idea:

Sufficient sleep and rest are necessary to maintain good health.

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.

StartSurvey

- Ask pupils for the time they usually wake up and the time they go to bed. Write their responses on the board.

DevelopDiscussion (Visual/Spatial)

- Get pupils to look at the comic strip and describe what is happening in each frame. Eileen stayed up late playing computer games and it affected her in school the next day.
- Ask the pupils what the effects of poor sleep are. (Listen for 'tiredness', 'bad mood', 'can't remember things', etc.)
- Advise pupils to establish a sleep routine – go to bed and wake up at the same time on a daily basis. Before their bedtime, they should avoid exercising and playing on their gadgets. At bedtime, it is ideal that the room is dark, quiet and well-ventilated.

Lecture-Discussion

- Tell pupils that they need sleep to let their bodies rest. When they sleep, they build up energy for the next day.
- Ask pupils what they think will help them sleep or rest well.

Activity (Visual/Spatial)

- Get pupils to work on the activity in the Pupil's Book.

ConcludeLecture

- Tell pupils they need 9 to 10 hours of sleep every night.
- Look at what was written on the board earlier. Calculate whether pupils are getting enough sleep. If they are not getting enough sleep, help them calculate what time they should go to bed based on the time they need to wake up in order to get ready for school.

Page 17

Page 18

Key Idea and Objective

Lesson 9: Stop Spreading GermsKey Ideas:

- Food and drinks should not be shared for reasons of good hygiene.
- At meal times, serving spoons should be used to serve food.

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.

Procedure

Start Survey

- Ask pupils who usually share their food or drink with others to raise their hands.
- Tally their responses and write them on the board.

Develop Discussion (Visual/Spatial)

- Get pupils to look at the comic strip.
- Ask pupils to describe what is happening in each frame. Haris is down with a cold yet he still shares food with Tawan and Lam. The other superfriends are also freely sharing their food and drinks with each other.

 Lecture

- Explain to pupils that they should refrain from sharing food and drinks with others if they are ill. This is because they may pass on their germs and cause others to fall ill.
- Link the above point to the comic strip. Haris had generously shared his food and drink with his friends. However, he should not have done so because he was ill. The other superfriends fell ill the next day.
- Tell pupils there are two ways they can prevent germs from spreading to others. Firstly they should not share food and drinks with others if they are ill, and secondly they should use serving spoons during meals. Explain the second way in greater detail to ensure pupils understand what it means—each dish in a meal should have a spoon that is used to serve food from. This spoon should not be used for other dishes or by others to eat their food.

 Activity

- Get pupils to complete the exercise in the Pupil's Book, and practise the seven steps to hand hygiene.

Pupil's Book

Page 19

Page 20

Teacher's Resource

Key Idea and Objective

Procedure

Pupil's Book

Teacher's Resource

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<p>Conclude</p> <p> <u>Review</u></p> <ul style="list-style-type: none">• Tell pupils they should not share food and drinks with others, especially when they are ill. Have them recall what happened to the superfriends when they shared Haris's food.• Tell pupils to start practising good hygiene habits to keep germs at bay.• Tell pupils to bring a small mirror to class for the next lesson.
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Suggested Lesson Plans

About Your Teeth (Lessons 10 and 11)

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 10a: Gums, Teeth and Tongue</p> <p><u>Key Ideas:</u></p> <ul style="list-style-type: none"> • There are two sets of teeth: milk teeth and permanent teeth. • They are needed to break down food and for clear speech. <p><u>Objective:</u></p> <p>At the end of the lesson, pupils will be able to recognise the importance of developing good oral hygiene habits to ensure that the teeth are healthy and well maintained.</p>	<p>Start</p> <p> <u>Review</u></p> <ul style="list-style-type: none"> • Get pupils to recall what they have learnt about their teeth in Primary One. They should tell you that they will have two sets of teeth in their lifetime—milk teeth and permanent teeth. They should also tell you about the different ways of caring for their teeth. These ways include brushing with toothpaste after meals, in the morning and before bed, and rinsing their mouths after food. • Remind pupils that our milk teeth fall out when we are between six and 12 years old. Permanent teeth grow in their place. If we lose our permanent teeth, there will be no replacement. • Tell pupils this is why it is important to take care of our teeth. • Tell pupils they will learn more about why teeth are so important to us in this lesson. <p>Develop</p> <p> <u>Role Play</u> (Verbal/Linguistic)</p> <ul style="list-style-type: none"> • Select some pupils to read aloud the dialogue between Harold, Lam and Ajit. <p> <u>Lecture</u></p> <ul style="list-style-type: none"> • Ask pupils to look at the pictures of the animals' teeth. • Ask pupils to suggest why teeth have different shapes and sizes. Turn their attention to the picture of the shark's teeth—sharks are carnivores and need sharp teeth to tear their food apart. Camels are herbivores and chew on plants so they do not need very sharp teeth. 	<p>Page 21</p>	

Key Idea and Objective**Procedure****Pupil's Book****Teacher's Resource****Crossover-Math** (Bodily/Kinesthetic)

- Ask pupils to count how many teeth they have altogether. Have them look into their mirrors or feel around their mouth with a finger. (Ensure pupils have washed their hands before they put their fingers into their mouths.)
- Select some pupils and ask them for their answers. Ask the class if they have similar answers.
- Tell pupils that a full set of milk teeth consists of 20 teeth whereas a full set of permanent teeth consists of 32 teeth.
- Ask pupils how many teeth each of them have. Some of them may have less than 20 teeth or between 20 and 32 teeth. Explain to them that this is because they may have lost some milk teeth which have been replaced by permanent teeth. If a pupil has a very different answer, be sure to talk about his/her answer to see if a visit to the dentist is needed.

**Activity** (Visual/Spatial, Bodily/Kinesthetic)

- Tell pupils to open their mouths and look into their mirrors.
- Ask them how the different teeth in their mouth look and feel (they may feel their teeth with their tongue or with clean fingertips).
- Tell pupils to work on the activity in the Pupil's Book. You may like to guide them to drawing the incisors (four front teeth on each jaw), canines (two sharp teeth on each jaw) and molars (four large teeth at the back of the mouth on each jaw).

Conclude**Lecture**

- Tell pupils that our teeth are important not only because they help us chew our food. We need them to be able to speak clearly too.

Page 22

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
	<p> Class Activity (Verbal/Linguistic)</p> <ul style="list-style-type: none"> • Get pupils to try saying 'Tell the tall doctor my brother has pain in his lower teeth.' Then ask them to say it without their tongues touching their teeth. They will find it very difficult and almost impossible to pronounce the words accurately because the tongue is needed in the pronunciation of the consonants for letters 't', 'd', 'l', 'th' and 'n'. • Ask pupils how food can taste. Get them to complete the five words. <p>Extension Activity</p> <p> Activity</p> <ul style="list-style-type: none"> • Tell pupils to complete the worksheet, 'Shape And Size Of Teeth'. • Go through the answers with pupils. 		<p><u>Image Master</u>: Shape And Size Of Teeth (Page 27)</p>

Key Idea and Objective**Procedure****Pupil's Book****Teacher's Resource****Lesson 10b: Gums, Teeth And Tongue**Key Idea:

Keeping the teeth clean will prevent tooth decay and bad breath.

Objective:

At the end of the lesson, pupils will be able to recognise the importance of developing good oral hygiene habits to ensure that the teeth are healthy and well maintained.

StartReview

- Recap the previous lesson.
- Talk about how teeth have different shapes and functions, and how teeth help us chew our food and speak clearly.

DevelopActivity

- Tell pupils to complete the activity in the Pupil's Book.

Question and Answer

- Select some pupils to share their answers. If the statement is false, ask them to correct it such that it becomes true.

Activity (Visual/Spatial)

- Ask pupils to complete the activity in the Pupil's Book. This activity will help them recap all that they have learnt about how to keep their mouth clean.

ConcludeReview

- Summarise the contents of the lesson.
- Tell pupils they will be tested on the right way to brush in the next lesson. Tell them to start practising and to bring their toothbrush for the next lesson.

Page 23

Page 24

Key Idea and Objective

Lesson 11: Brush Your Teeth And GumsKey Ideas:

- There are two sets of teeth: milk teeth and permanent teeth.
- Keeping the teeth clean will prevent tooth decay and bad breath.

Objective:

At the end of the lesson, pupils will be able to recognise the importance of developing good oral hygiene habits to ensure that the teeth are healthy and well maintained.

Procedure

StartActivity (Musical/Rhythmic)

- Sing the song 'Brush Your Teeth And Gums' to the tune of 'Row, Row, Row Your Boat'.
- Get pupils to sing along with you, and practise the song until pupils are familiar with it.

DevelopClass Activity (Bodily/Kinesthetic)

- Get pupils to sing the song with actions. Have them hold out their toothbrushes and move them as if they were brushing their teeth. They are to do this action whenever they sing the words 'Brush Your Teeth And Gums'.

Demonstration (Visual/Spatial)

- Ask pupils to get into pairs and exchange Pupil's Book with each other.
- Have them demonstrate how they brush their teeth to each other.
- Pupils are to give their partners a score of one to 10 to show how well they brush their teeth. Emphasise to pupils that they should be brushing the correct way.
- Explain to pupils that a score of one to five means that their partner has to improve; six to eight means their partner has done fairly well; nine to 10 means their partner has done an excellent job on brushing his/her teeth correctly.

ConcludeReview

- Remind pupils that they will only have two sets of teeth in their lifetime.
- Stress to pupils this is why they need to develop and maintain good oral habits to ensure that their teeth are healthy and well maintained.

Pupil's Book

Page 25

Page 26

Teacher's Resource

Name:

Class:

Date:

All Types Of Food!



Name two examples of different cultural food types found in your country. Write them below.

_____ **food**

1) _____

2) _____

Learning Objective:

Pupils will be able to understand that good eating habits and exercise are necessary to develop and maintain healthy growth.

Name:

Class:

Date:

Do You Drink Enough Water?

 Record the amount of water you drink for the next five days. Circle a () for every glass of water you drink.

Day 1								
Day 2								
Day 3								
Day 4								
Day 5								

How many glasses of water did you drink in all?

Were there days when you drank more water than others?
Why?

Learning Objective:

Pupils will be able to understand how to achieve healthy growth.

Name:

Class:

Date:

My Personal Pledge



I _____, pledge to keep
(write your name here)

healthy by doing the following:

1. _____

2. _____

3. _____

Signed

Date

Learning Objective:

Pupils will be able to understand that good eating habits and exercise are necessary to develop and maintain healthy growth.

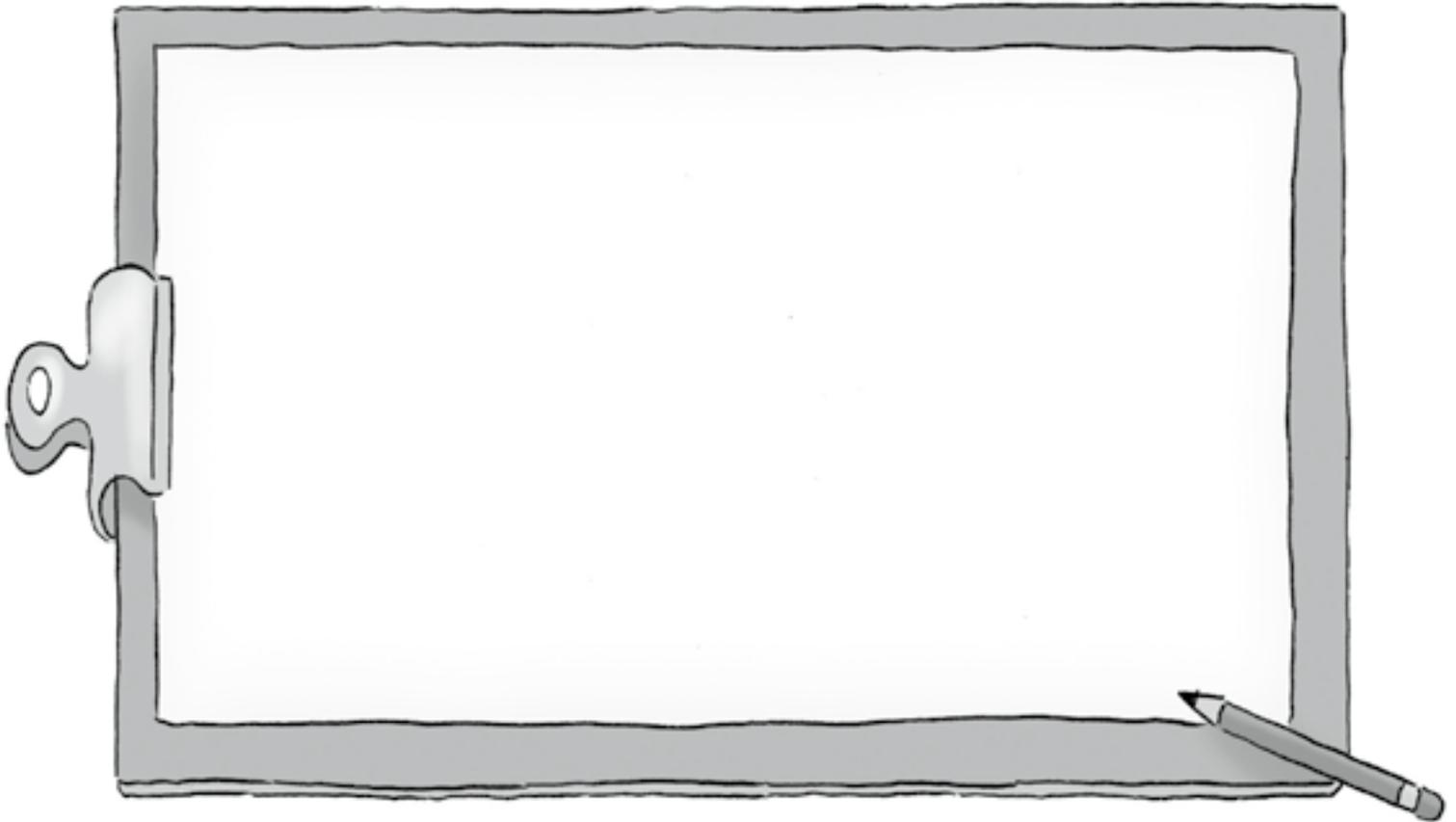
Name:

Class:

Date:

Snacks!

 What are two of your favourite snacks? Write or draw them in the space below.



Are your favourite snacks healthy? Yes / No

Learning Objective:

Pupils will be able to understand how to achieve healthy growth.

Name:

Class:

Date:

Shape And Size Of Teeth



Fill in the blanks using the helping words below.

speaking germs chewing
tearing biting different

1. Teeth are of _____ shapes and sizes.
2. The front teeth are for _____ into food.
3. The sharp teeth are for _____ food.
4. The big teeth are for _____ food to make them easier to swallow.
5. We need teeth to break down food and to _____ clearly.

Learning Objective:

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

Suggested Answers

Accept all plausible answers for Lessons 1 (page 4), 2 (page 6), 3 (page 7), 5 (page 12), 6 (pages 13 & 14), 8 (page 18), 10 (page 22) and 12 (page 26).

Food And Growth

Lesson 1: Growing Well



Page 3

Pupil / Day	Ajit 	Tawan 
Mon	 B L D  E	 B L D  E
Tues	 B L D  E	 B L D  E
Wed	 B L D  E	 B L D  E
Thurs	 B L D  E	 B L D  E
Fri	 B L D  E	 B L D  E

Lesson 3: Find Your Balance



Page 8

Pupils should circle the man who is jogging, Tawan who is skipping rope and Lam who is cycling.

Diet And Growth

Lesson 4: Snack Attack!



Page 10

Put a cross (✗) in pictures 1, 3, 4, 5 and 9.

Lesson 5: Fruit And Vegetables

Page 11

1. cauliflower
2. watermelon
3. banana

Good Hygiene Habits

Lesson 7: My Eyes Hurt



Page 16

1. Take a break every 30 minutes.
2. Try looking at something far away.

Lesson 8: Sleep Well And Learn Better



Page 18

Pupils should colour the pillow, pyjamas and book.

Lesson 9: Stop Spreading Germs



Page 20

1. Use tissue when you cough or sneeze.
2. Sneeze into your elbow if you do not have tissue or a handkerchief with you.
3. See a doctor when you are ill.
4. Wear a mask when you are having the flu.
5. Avoid physical contact.

Lesson 10: Gums, Teeth And Tongue

Page 22

sour

spicy

salty

bitter

sweet

About Your Teeth

Lesson 11: True Or False?



Page 23

1. T

2. T

3. F

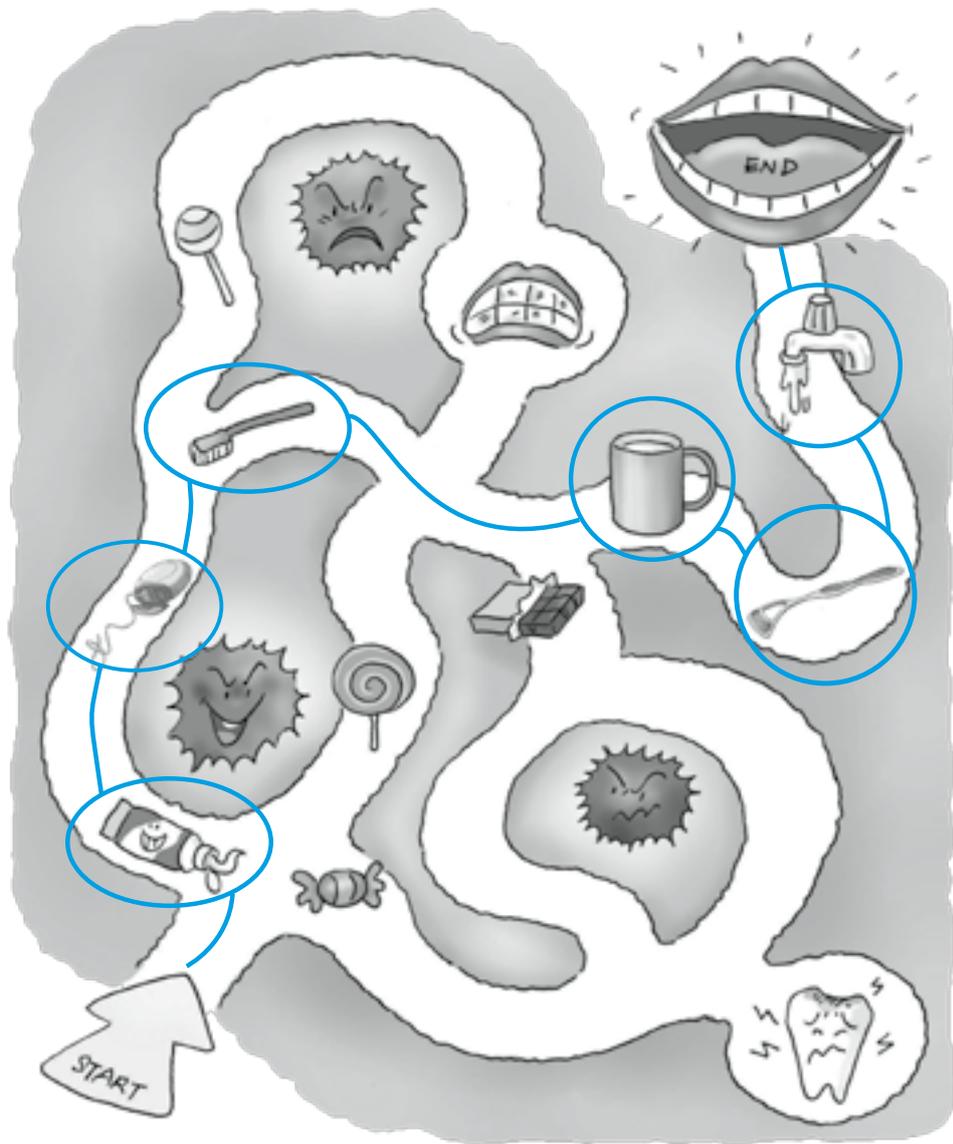
4. T

5. T

6. F

7. F

8. T



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

About Your Teeth

Lesson 10a: My Teeth

Image Master: Shape And Size Of Teeth



Page 32

1. different
2. biting
3. tearing
4. chewing
5. speak

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
	<ul style="list-style-type: none"> • Get pupils to do the kerb drill. • Remind pupils to also look at the traffic as they cross. <p>Conclude</p> <p> <u>Activity</u></p> <ul style="list-style-type: none"> • Ask pupils to exchange Pupil's Book with their partners. • Tell pupils to do the kerb drill for their partners. They then have to give their partner a score of between 0 and 10. 		

Key Idea and Objective

Lesson 2: What Went Wrong?Key Idea:

Follow the road safety rules:

- do not climb/jump over road dividers;
- do not walk/run across expressways;
- practising the kerb drill when crossing the road; and
- crossing at pedestrian crossings.

Objective:

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.

Procedure

Start Survey

- Ask pupils if they have ever had to cross a road in a hurry—did they cross at a pedestrian crossing or anywhere along the road? Did they do the kerb drill if they crossed at a traffic junction or used a zebra crossing?
- Some pupils may respond that they did the kerb drill, but not at a pedestrian crossing, or did not use a pedestrian crossing at all because they were in a hurry. Tell pupils that it is only safe to cross the road at a pedestrian crossing and they should always do the kerb drill if they cross at a traffic junction or use a zebra crossing.

Develop Question and Answer (Visual/Spatial)

- Ask pupils to look at the pictures taken by Harold in the Pupil's Book.
- Get pupils to identify the mistakes made by Haris, Tawan, Eileen, Ajit and Lam.

 Activity

- Ask pupils to complete the poster done by Harold in the Pupil's Book.

Conclude Lecture

- Remind pupils to always use pedestrian crossings when they cross any roads. It does not matter whether the road is an expressway or a minor (small) road that looks empty. It is better to be safe than sorry.

Pupil's Book

Teacher's Resource

Page 31

Page 32

Lesson 3: Safety Rules IKey Idea:

Common causes of road accidents are:

- jaywalking;
- crossing in front of and between stationary vehicles;
- playing on the road or in the car park;
- crossing at a bend of the road;
- standing on the road instead of the kerb; and
- walking along roads when using earphones or mobile phones.

Objective:

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.

Start Discussion (Visual/Spatial)

- Ask pupils to get into pairs and study the pictures in the Pupil's Book.
- Select pupils to describe what the superfriends are doing wrong.

Pupils should point out the following in their responses:

1. Lam, Tawan and Haris should not be crossing the road between and in front of the buses.
2. Lam should not be talking on his mobile phone as he crosses the road.
3. Harold should not have his headphones on when crossing the road.
4. Haris and Ajit should not be playing in a car park.
5. Lam and Tawan should be waiting at the kerb for the bus rather than on the road.
6. Harold and Eileen should be using a pedestrian crossing to cross the road.

Develop Question and Answer

- Get pupils to suggest what the superfriends should have done. Ensure that pupils' responses include using pedestrian crossings and doing the kerb drill.

 Lecture

- Introduce pupils to the term 'jaywalking'. It is used when people do not use pedestrian crossings to cross a road. A person who jaywalks is called a jaywalker.
- Tell pupils that jaywalking is an offence and is punishable by law.

Page 33

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
	<p> <u>Team Collaboration</u> (Interpersonal)</p> <ul style="list-style-type: none"> • Ask pupils to get into groups of four or five. • Get pupils to discuss the statements in the Pupil's Book. • Have pupils fill in the blanks after discussing their answers. <p>Conclude</p> <p> <u>Review</u></p> <ul style="list-style-type: none"> • Summarise the contents of the lesson—pupils should not: jaywalk, cross in front of and between stationary vehicles, play on the road or in the car park, cross at a bend of the road, stand on the road, or walk along roads when using earphones or mobile phones. • Tell pupils that the above mentioned practices are common causes of road accidents. 	Page 34	

Lesson 4: Safety Rules IIKey Idea:

Follow the road safety rules:

- do not stand in the middle of the road or lane markings;
- when walking in a group, do not walk more than two abreast;
- always walk on footpaths;
- walking close to the side of the road and facing on-coming traffic if one has to walk along the road; and
- always wearing light-coloured clothing at night for visibility.

Objective:

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.

Start Review

- Recap what was taught in the previous lessons. This would include following road safety rules such as doing the kerb drill when crossing the road at traffic junctions and zebra crossings, crossing at pedestrian crossings, not climbing/jumping over road dividers, and not walking/running across expressways.
- Also remind pupils that common causes of road accidents include jaywalking, crossing in front of and between stationary vehicles, playing on the road or in the car park, crossing at a bend of the road, standing on the road instead of at the kerb and walking along roads when using earphones or mobile phones.

Develop Discussion (Visual/Spatial)

- Ask pupils to look at the comic strip in the Pupil's Book.
- Ask pupils if the superfriends did anything wrong and if so to describe it.
- Have pupils suggest what should have been done instead.

 Activity

- Organise pupils into pairs.
- Get pupils to complete the activity in the Pupil's Book.
- Tell pupils to look at the pictures for clues.

Conclude Lecture

- Summarise the lesson by telling and explaining to pupils the following road safety rules:
 1. When walking in a group, either walk in a single file or in pairs.
 2. Do not stand in the middle of the road or on lane markings.
 3. Always walk on footpaths.

Page 35

Page 36

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
	<ol style="list-style-type: none">4. If you have to walk on the road, walk close to the side of the road and face on-coming traffic.5. Always wear light-coloured clothing at night for visibility.		

Lesson 5: Road Safety FirstKey Ideas:

- Follow the road safety rules:
 - do not climb/jump over road dividers;
 - do not walk/run across expressways;
 - do not stand in the middle of the road or lane markings;
 - practising the kerb drill when crossing the road;
 - crossing at pedestrian crossings;
 - when walking in a group, do not walk more than two abreast;
 - always walk on footpaths;
 - walking close to the side of the road and facing on-coming traffic if one has to walk along the road; and
 - always wearing light-coloured clothing at night for visibility.
- Common causes of road accidents are:
 - jaywalking;
 - crossing in front of and between stationary vehicles;
 - playing on the road or in the car park;
 - crossing at a bend of the road;
 - standing on the road instead of the kerb; and
 - walking along roads when using earphones or mobile phones.

Objective:

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.

StartReview

- Remind pupils about what they have learnt on road safety rules. Examples include—doing the kerb drill when crossing the road at traffic junctions and zebra crossings, crossing at pedestrian crossings, not climbing/jumping over road dividers, not walking/running across expressways, not walking more than two abreast when walking in a group, not standing in the middle of the road or lane markings, always walking on footpaths, walking close to the side of the road and facing on-coming traffic if one has to walk along the road, and always wearing light-coloured clothing at night for visibility.
- Ask pupils to name some common causes of road accidents such as jaywalking, crossing in front of and between stationary vehicles, playing on the road or in the car park, crossing at a bend of the road, standing on the road instead of the kerb and walking along roads when using earphones or mobile phones.

DevelopActivity (Visual/Spatial)

- Ask pupils to look at the picture in the Pupil's Book.
- Get pupils to colour the superfriends who are breaking road safety rules.

**Conclude**Review

- Recap the contents of the lesson.

Key Idea and Objective

Procedure

Pupil's Book

Teacher's Resource

Lesson 6: Road Safety FirstKey Ideas:

- Follow the road safety rules:
 - do not climb/jump over road dividers;
 - do not walk/run across expressways;
 - do not stand in the middle of the road or lane markings;
 - practising the kerb drill when crossing the road;
 - crossing at pedestrian crossings;
 - when walking in a group, do not walk more than two abreast;
 - always walk on footpaths;
 - walking close to the side of the road and facing on-coming traffic, if one has to walk along the road; and
 - always wearing light-coloured clothing at night for visibility.
- Common causes of road accidents are:
 - jaywalking;
 - crossing in front of and between stationary vehicles;
 - playing on the road or in the car park;
 - crossing at a bend of the road;
 - standing on the road instead of the kerb; and
 - walking along roads when using earphones or mobile phones.

Objective:

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.

StartQuestion and Answer

- Ask pupils to name all the road safety rules they have learnt so far.
- Write their answers on the board for pupils' reference for the next activity.

DevelopCrossover-Art (Visual/Spatial)

- Ask pupils to create their own road safety poster based on what they have learnt about road safety. Pupils can write, draw or paste pictures in their poster.

Team Collaboration (Interpersonal)

- Ask pupils to get into groups of four or five.
- Each pupil is to present his/her poster to the group.
- Group members are to select the poster they like best in their group.
- The pupil whose poster is selected will present his/her poster to the class.

ConcludeSurvey (Visual/Spatial)

- Get the class to vote for their favourite poster.

Page 38

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
	<p> <u>Lecture</u></p> <ul style="list-style-type: none">• Remind pupils that simple good hygiene habits such as washing one's hand after using the toilet, and before and after meals can go a long way in preventing the spread of diseases.		

Lesson 8: Germs Are EverywhereKey Ideas:

- Germs are harmful to health as they can spread diseases.
- Germs can be prevented from spreading by keeping the environment clean (e.g. discarding waste appropriately, keep toilets clean).

Objectives:

At the end of the lesson, pupils will be able to recognise that an unclean environment is a risk to healthy living for everyone. They will also learn how they can contribute to the prevention of the spread of diseases.

StartDiscussion (Visual/Spatial)

- Ask pupils to look at the pictures in the Pupil's Book.
- Select pupils to describe each picture. Picture 1 shows Lam just after a meal. He has left a mess of used tissue paper and chicken bones on the table and these have attracted the bird to scavenge. Picture 2 shows Eileen, Tawan and Harold playing with stray animals. Picture 3 shows Ajit touching the lift buttons after visiting the toilet. Picture 4 shows Eileen leaving her dirty and germ-infested tissue paper on her laptop.

**Develop**Question and Answer

- Ask pupils to get into pairs and discuss what the superfriends should have done instead (do not allow pupils to turn the page in the Pupil's Book).
- Select pairs to share their answers with the class.
- Pupils' responses should include descriptions of proper disposal of rubbish and washing of hands.

Lecture

- Tell pupils that germs are harmful to health as they can spread diseases.
- Remind pupils that they have learnt that practising good hygiene is one way of preventing germs from spreading.
- Tell pupils that another way to prevent germs from spreading is to keep their surroundings clean. This means pupils should dispose of all litter in the correct manner. For example, food to be thrown away should not be thrown into a wastepaper basket or flushed down the toilet. Instead, it should be tied in a plastic bag before being thrown into the bin.
- They should also avoid playing with stray animals. Remind pupils to wash their hands frequently.

Page 41

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
	<p> Role Play</p> <ul style="list-style-type: none"> Select pupils to read aloud what Haris, Eileen and Harold say. <p>Conclude</p> <p> Lecture</p> <ul style="list-style-type: none"> Remind pupils that practising good hand hygiene and keeping their surroundings clean are ways in which they can help keep the environment clean and free of germs and diseases. <p>Extension Activities</p> <p> Lecture-Discussion</p> <ul style="list-style-type: none"> Encourage pupils to practise the three R's (reduce, recycle and reuse) when it comes to their litter. This means they should aim to: <ol style="list-style-type: none"> Reduce the amount and toxicity of the litter that they discard (e.g. use rechargeable batteries or alkaline batteries). Reuse containers and products (i.e. repair what is broken or give it to someone who can repair it). Recycle as much as possible. Also, buy products with recycled content (i.e. use/buy notebooks or foolscap pads made from recycled paper). Tell pupils this would help a country stay clean and green. Ask pupils to suggest some things they can do to practise the three R's in school. <p>OR</p>	Page 42	

Key Idea and Objective

Procedure

Pupil's Book

Teacher's Resource

-  **Class Activity (Bodily/Kinesthetic)**
- Organise a 'Clean Up!' operation where pupils go round the school (e.g. canteen, school field, etc.) or outside the school compound (e.g. the neighbourhood park, beaches, etc.) to pick up litter.
 - Tell pupils every little bit helps when it comes to keeping their country clean and green.

Key Idea and Objective

Lesson 9: Do Not Share Your GermsKey Ideas:

- Germs are harmful to health as they can spread diseases.
- Take the necessary precautions when ill:
 - consult a doctor;
 - check your temperature regularly; and
 - stay at home to avoid spreading germs.

Objectives:

At the end of the lesson, pupils will be able to recognise that an unclean environment is a risk to healthy living for everyone. They will also learn how they can contribute to the prevention of the spread of diseases.

Procedure

Start Review

- Recap the content of the last two lessons with pupils. This would include practising good hygiene and keeping their surroundings clean.
- Tell pupils they are helping everyone around them stay free of germs and diseases when they help to keep their environment clean.

Develop Role Play

- Ask pupils to look at the comic strip in the Pupil's Book.
- Select pupils to read aloud the dialogue between Eileen and her mother, and between Lam and Haris.

 Discussion (Visual/Spatial)

- Get pupils to talk about the comic strip.
- Ask pupils if Eileen and Tawan did anything wrong. Pupils' responses may include Eileen lying to her mother about not having a cold, and Tawan and Eileen sitting close together despite knowing Eileen was ill.
- Tell pupils that both Eileen and Tawan should have been more responsible.
- Ask pupils what Eileen and Tawan should have done.

 Sharing

- Ask pupils if they have ever gone to school when they were ill. Do not penalise pupils for their honesty if they answer yes.
- Ask these pupils for their reasons for attending school despite being ill—possible responses may include having an important test/exam that day, having a favourite lesson (e.g. art and craft) that day.

Pupil's Book

Page 43

Teacher's Resource

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

- Tell pupils that sometimes they may feel well enough to go to school even when they are ill. However, they should not do so because that would expose their friends and teachers to their germs. Their friends and teachers may fall ill.

 **Activity**

- Ask pupils to get into pairs to complete the activity in the Pupil's Book.

 **Question and Answer**

- Select pairs to share their answers with the class.

Conclude **Review (Bodily/Kinesthetic)**

- Summarise the contents of the lesson.
- Remind pupils that germs are harmful to health as they can spread diseases. Point out how diseases such as different types of influenza spread very quickly.
- Tell pupils that they can take precautions such as consulting a doctor, checking their temperature regularly and staying at home to avoid spreading germs when they are ill. That way, they will not cause others to fall ill too.

Page 44

Suggested Answers

Accept all plausible answers for Lessons 1 (page 30), 2 (page 31), 3 (page 33), 5 & 6 (page 38) and 8 (page 41).

Road Safety

Lesson 1: Crossing Safely



Page 29

Put a tick (✓) in the boxes for numbers 2, 3 and 6.

Lesson 2: What Went Wrong?



Page 32

1. climb, jump
2. pedestrian, attention
3. cross
4. phone

Lesson 3: Safety Rules I



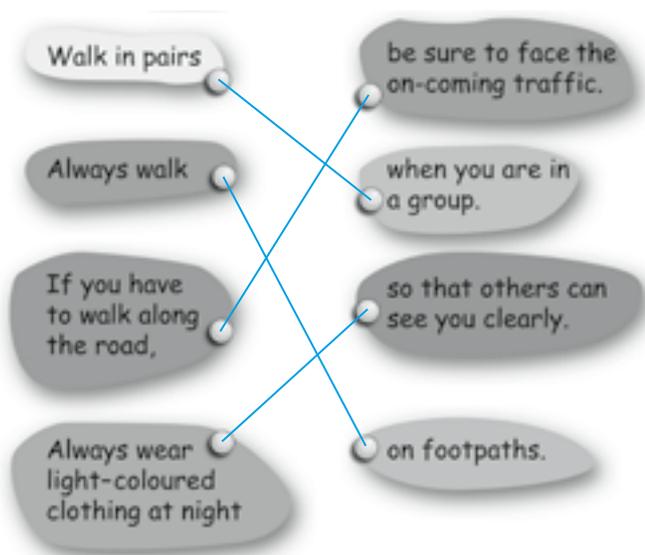
Page 34

1. behind
2. mobile phone
3. hear
4. car park
5. kerb
6. middle

Lesson 4: Safety Rules II



Page 36



Lesson 5: Road Safety First



Page 37

Pupils should colour Tawan, Lam, Eileen and Ajit. (Tawan and Lam are jaywalking, Eileen has her back to the traffic, and Ajit is dashing out to pick up his books.)

Germes And Diseases

Lesson 7: Germs Can Make You Sick



Page 40

Answers should contain the following ideas:

1. Tawan used her bare hands to try to stuff more rubbish into the bin. She should have tied up the rubbish bag.
2. Tawan did not wash her hands after touching the rubbish, and before having her meal.
3. She also used her hands instead of the tongs to pick up the chicken drumstick.

Lesson 9: Do Not Share Your Germs



Page 44

1. doctor
2. home, cough, sneeze
3. temperature

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**

Point out the difference between jealous and envious: jealousy is a stronger term and is associated with a more unpleasant feeling than envious.

- Tell pupils that it is important to recognise what they feel because that will help them cope with their feelings.

Conclude **Lecture**

- Tell pupils it is normal to have the emotions listed on page 48, and that they may sometimes have these feelings even around people they are close to.
- Draw pupils' attention to the fact that they should not be having these emotions too often or for a prolonged period of time.
- Tell pupils they will learn how to cope with these emotions in the next lesson.

Key Idea and Objective

Lesson 2: Dealing With AngerKey Idea:

It is important to learn how to manage negative emotions such as anger, jealousy and envy.

Objective:

At the end of the lesson, pupils will be able to identify ways of managing negative emotions in positive ways.

Procedure

StartRole Play (Verbal/Linguistic)

- Select pupils to read aloud the dialogue involving the superfriends.

DevelopSharing

- Ask pupils how they express emotions such as anger, jealousy and envy. Pupils may respond that they throw tantrums or they shout and throw things.
- Ask pupils if shouting and throwing things are acceptable ways of showing anger or expressing jealousy and envy.
- Point out to pupils that they may hurt others or themselves by shouting and throwing things.

Team Collaboration (Visual/Spatial)

- Ask pupils what they would do if they were Eileen.
- Have pupils form groups of at least four and ask them to think of what they would do to feel better if they were angry.
- Ask pupils for their responses and collate them on the board. This will provide pupils with helping words with which to complete the mind map. Examples of ways to make themselves feel better include drawing, keeping a journal, playing computer games, thinking of things which make them happy, thinking of funny things to make them laugh, taking deep breaths and counting to ten, and avoiding situations which will lead to anger.
- Ask pupils to choose four ways which they are most likely to adopt and write them in the mind map.
- Tell pupils they may draw instead of write in the mind map if they wish to.

Lecture

- Share with pupils that it is normal to have different emotions such as sadness, anger, jealousy, envy and fear.

Pupil's Book

Page 49

Page 50

Teacher's Resource

Teaching Notes: My Emotions (Page 72)

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

- Tell pupils that they can have these emotions anywhere and at any time.

ConcludeSurvey

- Do a survey to find out the most popular way in which pupils cope with their anger.
- Praise pupils who adopt appropriate coping strategies. Strategies that may be harmful to the pupil or to others should be discouraged.

Extension ActivityActivity (Visual/Spatial)

- Reproduce the worksheet 'Emotions' for pupils to draw a mind map for emotions such as fear, envy, sadness and jealousy.

Image Master: Emotions
(Page 70)

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

- Remind pupils of the dangers of bottling up their emotions as it may lead to stress and undesirable behaviours. Pupils may say or do things they will regret later. Use Lam's story as a basis for this reminder.
- Name some examples of undesirable behaviours such as running away from school or home, mixing with bad company, smoking, taking drugs and sniffing glue.
- Tell pupils to remember what they wrote in the Pupil's Book and to refer to them the next time they feel upset.

Extension ActivityTeam Collaboration

- Get pupils to work in groups and think of a way to help someone feel better.

Suggested Lesson Plans

Caring For Others (Lessons 4 to 9)

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 4: Caring For Others</p> <p><u>Key Idea:</u> It is important to develop healthy relationships with others.</p> <p><u>Objectives:</u> At the end of the lesson, pupils will be able to explore different ways of developing healthy relationships with family members, peers and school leaders, and identify characteristics of positive and negative relationships.</p>	<p>Start</p> <p> <u>Lecture-Discussion</u></p> <ul style="list-style-type: none"> • Talk about the importance of family. Explain that family members are our pillars of support, they help us when we are down or in trouble. We share our joys and sorrows with them and they stick with us through thick and thin. <p>Develop</p> <p> <u>Discussion</u> (Visual/Spatial)</p> <ul style="list-style-type: none"> • Discuss what Lam, Tawan and Ajit are doing. Lam is trying to encourage his sister as she tries to cycle; Tawan is offering to help her grandma with housework after dinner; and Ajit is keeping his grandpa company in hospital. Ajit also made a get-well card for his grandpa. • Ask pupils if they have done similar things for their family members before. <p> <u>Lecture-Discussion</u></p> <ul style="list-style-type: none"> • Remind pupils that simple things like helping out with housework and helping to take care of a younger sibling go a long way to building healthy relationships with family members. It also helps to bring a family closer together. • Discuss how care can be shown at home—through kind words and actions. <p> <u>Sharing</u> (Interpersonal)</p> <ul style="list-style-type: none"> • Talk about the importance of friends in our daily lives. Refer pupils to the multi-racial superfriends. Despite their visible differences, they are very good friends. Get some pupils to talk about a good friend who is of a different race. 	<p>Page 53</p>	

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
	<ul style="list-style-type: none"> Tell pupils that knowing more about someone will help them show care for that person. <p>Conclude</p> <p> Activity</p> <ul style="list-style-type: none"> Tell pupils they can show care for others through their actions, kind words and by spending time with them. Ask pupils to think of a good deed they can do for their parent, teacher and friend. Guide pupils in filling up the poster—highlight to them that the first blank is for their name. <p>Extension Activities</p> <p> Sharing (Verbal/Linguistic)</p> <ul style="list-style-type: none"> Get pupils to form groups of at least four. Ask pupils to share briefly about their families. Select some groups to talk about the families in their group. This is to allow pupils to interact and understand the different family structures that may be present within the class. <p>OR</p> <p> Peer Interview (Interpersonal)</p> <ul style="list-style-type: none"> Ask pupils to interview the classmate sitting next to them to complete the worksheet 'All About My Friend'. Guide pupils in filling up the poster—highlight to them that the first blank is for their interviewee's name. Remind pupils that knowing more about someone will help them show care for that person. Select a few pupils to share their findings with the class. Draw pupils' attention to what makes their interviewees happy or sad. Pupils are to be alert to the situations or things that make their interviewees sad and to show care for them during those times. 	Page 54	<u>Image Master</u> : All About My Friend (Page 71)

Key Idea and Objective

Lesson 5: Crack The Code!Key Idea:

One can be a good friend and family member by being:

- patient;
- kind;
- helpful;
- loyal;
- responsible;
- caring;
- respectful;
- considerate;
- courteous; and by
- accepting others' differences.

Objective:

At the end of the lesson, pupils will be able to explore different ways of developing healthy relationships with family members, peers and school leaders.

Procedure

Start Lecture

- Ask pupils to share something about their good friends – what they are like and why they are good friends with them.
- Tell pupils they are going to play a game today. They are to help someone find out the superfriends' secret to being such good friends.

Develop Activity

- Read aloud the scenarios below to the pupils.
- Pause after each scenario to allow pupils to decide what the character should do—have the pupils circle '1' or '2' in the Pupil's Book to indicate their answers.

Scenario 1

The pupil meets his school principal along the corridor. What should he do?

1. He should greet his principal politely.
2. He should pretend he did not see his principal.

Scenario 2

The pupil is in class. His classmates are making fun of a new student from another country. What should he do?

1. He should keep quiet and pretend he didn't see anything.
2. He should tell his classmates they should not make someone feel bad about himself just because he is different.

Scenario 3

The pupil is in class and his teacher is talking. What should he do?

1. He should tell his classmate about his new toy.
2. He should keep quiet and pay attention to his teacher.

Pupil's Book

Page 55

Teacher's Resource

Key Idea and Objective**Procedure****Pupil's Book****Teacher's Resource***Scenario 4*

The pupil sees his form teacher carrying a stack of books. What should he do?

1. He should greet his teacher and continue walking.
2. He should greet his teacher and offer to help carry the books.

Scenario 5

The pupil and his friend are in the canteen during recess. His friend looks sad and is not eating. What should the character do?

1. He should ask his friend what is wrong.
2. He should ignore his friend and continue eating.

Scenario 6

The pupil has just finished his meal. The school cleaner comes by and wipes the table. What should he do?

1. He should ignore the cleaner.
2. He should say "Thank you".

Scenario 7

The pupil hears his classmates complaining about his friend. What should he do?

1. He should defend his friend.
2. He should join them and complain about his friend.

Scenario 8

The pupil wants to use the computer but his classmate is using it. What should he do?

1. He should push her away.
2. He should wait patiently for her to finish.

Scenario 9

The pupil is seated in the bus. An old man is standing in front of him. What should he do?

1. He should close his eyes and pretend to sleep.
2. He should offer his seat to the old man.

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
	<p><i>Scenario 10</i></p> <p>The pupil is home. His parents are busy and ask him to watch over his younger sister. What should he do?</p> <ol style="list-style-type: none"> 1. He should agree. 2. He should say he is busy and watch television. <ul style="list-style-type: none"> • Draw pupils' attention to the numbers they circled and the letters next to each number. <p> Activity</p> <ul style="list-style-type: none"> • Tell pupils to write the letters in the correct order to form a word which will reveal the secret of the superfriends. • Have pupils fill in the blanks. <p>Conclude</p> <p> Lecture-Discussion</p> <ul style="list-style-type: none"> • Remind pupils that caring for their family, friends and others is important and easy. Taking small steps is a start. There are many ways to show care for others, for example, by being patient, kind, helpful, responsible, respectful, polite and accepting of others' differences. • Ask pupils to think of and name other ways they can show patience, kindness, helpfulness, loyalty, responsibility, care, respect, consideration, courtesy and acceptance of differences in people. <p>Extension Activities</p> <p> Class Activity</p> <ul style="list-style-type: none"> • Have pupils play the game 'Pay-It-Forward'. See the Teaching Notes for details. <p>OR</p> <p> Class Activity</p> <ul style="list-style-type: none"> • Play the game 'Angel-Mortal'. See the Teaching Notes for details. 	Page 56	Teaching Notes: Caring For Others (Page 75)

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 6: Wonderful Words</p> <p><u>Key Idea:</u> One can be a good friend and family member by being:</p> <ul style="list-style-type: none"> – patient; – kind; – helpful; – loyal; – responsible; – caring; – respectful; – considerate; – courteous; and by – accepting others' differences. <p><u>Objective:</u> At the end of the lesson, pupils will be able to explore different ways of developing healthy relationships with family members, peers and school leaders.</p>	<p>Start</p> <p> <u>Brainstorm</u> (Intrapersonal)</p> <ul style="list-style-type: none"> • Ask pupils to think of phrases they can say to show they care. For example, "I love you." and "Would you like some company?" • Write pupils' answers on the board for their reference in the activity to follow. <p>Develop</p> <p> <u>Activity</u></p> <ul style="list-style-type: none"> • If pupils are right-handed, tell them to place their left hand on the Pupil's Book and trace the outline using a pencil. (Vice versa for left-handed pupils.) • Tell pupils to write their names on the 'palm' of their hands. • Tell pupils to think of five phrases they can use to show someone they care, and to write a phrase on the outline of each finger. <p>Conclude</p> <p> <u>Class Activity</u></p> <ul style="list-style-type: none"> • Put up a blank chart titled 'Wonderful Words' in class. • Have pupils cut around the outline of their hands and paste them on the 'Wonderful' chart. <p>Extension Activity</p> <p> <u>Crossover-Music/English</u> (Musical/Rhythmic, Verbal/Linguistic)</p> <ul style="list-style-type: none"> • In groups, get pupils to make up a poem, song or rap about showing care for others and to perform it for the class. 	<p style="text-align: center;">Page 57</p>	

Key Idea and Objective

Lesson 7: Leave Me Alone!Key Idea:

Physical and psychological bullying (e.g. teasing, name calling) can affect healthy relationships and the well-being of others.

Objective:

At the end of the lesson, pupils will be able to identify characteristics of positive and negative relationships.

Procedure

StartDiscussion (Visual/Spatial)

- Discuss with pupils what the pictures show.

DevelopLecture

- Explain the terms 'teasing' and 'bullying'. Teasing is psychological while bullying is physical. In other words, teasing uses words while bullying involves actions.
- Have pupils look at the pictures again. Ask them which pictures show teasing (pictures 1 and 3), and which pictures show bullying (pictures 2 and 4).
- Tell pupils people who bully or tease others usually have problems. They do or say unkind things to make themselves feel important.
- Talk about passive and active ways of dealing with bullying and teasing. Passive ways include ignoring the bullying/teasing, walking away, and pretending to agree with the bully/teaser. Active ways include speaking up or informing a teacher or a counsellor about the bullying/teasing.

Question and Answer (Intrapersonal)

- Ask pupils what is bullying/teasing is and name some examples of each. Ask them if bullying/teasing is fun.

Role Play (Bodily/Kinesthetic)

- Have pupils pretend to be 'victims' and 'bullies'. The 'victims' are to put into practise the methods given in the Pupil's Book on dealing with teasing and bullying.

ConcludeBrainstorm

- Get pupils into groups of three or four and ask them how they think bullies and victims feel. Then get pupils to suggest ways to help bullies and their victims.

Pupil's Book

Page 59

Page 60

Teacher's Resource

Teaching Notes:
Bullying and Teasing
(Page 77)

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 8: Bullying And Teasing</p> <p><u>Key Idea:</u> Physical and psychological bullying (e.g. teasing, name calling) can affect healthy relationships and the well-being of others.</p> <p><u>Objective:</u> At the end of the lesson, pupils will be able to identify characteristics of positive and negative relationships.</p>	<p>Start</p> <p> <u>Sharing</u> (Interpersonal)</p> <ul style="list-style-type: none"> • Share an occasion when you were bullied. Describe how you felt and what you did. <p>Develop</p> <p> <u>Survey</u></p> <ul style="list-style-type: none"> • Ask pupils how many of them have been bullied or teased before. • Ask if any of them have bullied or teased someone before. • Tally the class responses and write them on the board. <p> <u>Sharing</u> (Interpersonal)</p> <ul style="list-style-type: none"> • Get pupils to share how they were bullied and how they handled the bullying. <p> <u>Activity</u> (Intrapersonal)</p> <ul style="list-style-type: none"> • Tell pupils that they may have teased or bullied someone without even realising it. • Have pupils go through the questionnaire in the Pupil's Book. • Explain each item on the questionnaire to ensure pupils fully understand what it means. • Give pupils time to complete the questionnaire. <p>Conclude</p> <p> <u>Review</u></p> <ul style="list-style-type: none"> • Remind pupils to think twice before they do or say something unkind to someone. • Tell pupils to speak to a teacher or counsellor if they are being bullied, or think they may be a bully. 	<p>Pages 61-62</p>	

Key Idea and Objective

Lesson 9: How To Tackle BullyingKey Idea:

One can learn to do away with fear and respond appropriately to bullying.

Objective:

At the end of the lesson, pupils will be able to identify characteristics of positive and negative relationships..

Procedure

Start Review

- Ask the class if they remember the difference between bullying and teasing. Ask the pupils to think of two ways they can deal with bullies.

Develop Activity (Verbal/Linguistic)

- Get pupils to take turns to read aloud the five ways of responding to bullies.

Discussion

- Tell pupils to work in the same group and think of two more ways they could respond to bullies.

Lecture

- Explain to pupils the importance of sending a clear message to bullies that bullying is not acceptable behaviour. They need to be warned, monitored and, if necessary, reported to the authorities.
- Remind pupils that what we say and do physically should always be to build a better environment for others. Words should not be used to upset any individual, our hands and feet are not to create physical harm to anyone or any living thing.
- Encourage pupils to show kindness instead. Words should be used to encourage, comfort and build confidence in the people around them. Hands should be used to help anyone in need or pain; and feet can be used to help those in need by getting things done.

 Activity

- Get pupils to think of ways they can be kind with their words, hands and feet in school, at home and in public places.

Conclude

- Restate the importance of sending a clear signal that bullying is NOT to be tolerated or accepted. Everyone should learn instead to show kindness—through their words and actions—and build each other up.

Pupil's Book

Page 63

Page 64

Teacher's Resource

Name:

Class:

Date:

Not Happy At All



Look at the pictures below. Circle the superfriend whose feelings you want to describe. Write the feelings in the space below.

1.



2.



3.



4.



5.



Helping words

jealous angry sad
glad at peace
envious scared

Learning Objective:

Pupils will be able to understand positive and negative emotions experienced.

Name:

Class:

Date:

Emotions



Fill in the blank in the centre with one of the following words—‘afraid’, ‘envious’, ‘sad’ or ‘jealous’. Then write what you do when you have that emotion.

The next time I feel _____, I will ...

Learning Objective:

Pupils will be able to identify ways of managing negative emotions in positive ways.

Name:

Class:

Date:

All About My Friend



Get to know a classmate better. Use what you find out to be a good friend to him or her.

All about _____



Favourite food



Favourite activities



Things that make him or her happy



Things that make him or her sad



Learning Objective:

Pupils will be able to explore different ways of developing healthy relationships with family members, peers and school leaders, and identify characteristics of positive and negative relationships.

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, enthrallment, 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.
- **Emphathise 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.

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Teaching Notes:

Caring For Others

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

Topic: Caring For Others

Tell pupils there are many ways of showing their care and concern for others, for example, their family and friends. One way to show care is to be kind to others and help them. Another way is to use kind words to ask others how they feel.

Show pupils that you care by:

- listening and paying attention to them;
- being patient;
- setting a good example at caring for others;
- letting them help you; and
- playing with them during recess or during Physical Education lessons.

The following are two games that will help pupils practise showing care for one another.

1. Pay-It-Forward

Get each pupil to do a good deed for another pupil. Instead of returning the favour, the latter has to do a good deed for someone else.

For instance, Ajit buys a meal for Lam when he forgets to bring his wallet to school. Lam 'pays it forward' by helping Harold with his Maths homework. Harold then 'pays it forward' by helping someone else.

This game encourages pupils to think of ways to show care for each other. You may modify the game by allowing pupils to include family members.

2. Angel-Mortal

Get each pupil to write his/her name on a small slip of paper that will be placed in a bowl. Each pupil then picks a slip of paper from the bowl. The person whose name is on the paper will be his/her 'mortal' while he/she is the 'guardian angel'. The guardian angel is to show care for the mortal.

For example, Tawan picks a slip of paper with Harold's name on it. Therefore she is his 'guardian angel' while he is her 'mortal'. On his birthday, Tawan can make Harold a card and sign off as 'Your Angel' to keep her identity a secret. At the same time, Tawan has her own 'guardian angel' who will show care and concern for her.

Set a duration for the game (e.g. one or two weeks) and tell pupils not to reveal to each other who their 'mortals' or 'guardian angels' are. At the end of the game, have pupils share what their 'guardian angels' have done to show their care and concern for their 'mortals'.

This game encourages pupils to think of ways in which they can show care for others.

Teaching Notes:

Bullying and Teasing

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

Topic: Bullying and Teasing; How To Tackle Bullying

A school should be a safe place for pupils to learn and make friends in a non-threatening environment.

Be aware of the extent of bullying in your school and take steps to ameliorate if not eliminate it. Work towards creating a bully-free school and classroom environment by taking the following steps:

- Draft out a code of conduct for pupils. Consider including the following statements:
 - We will not be bullies.
 - We will try to help others who are bullied.
 - We will not leave anyone out in our activities.
 - We will tell our teacher when we know of someone who is a bully or who is a victim of bullying.
- Set up a committee to attend to cases of bullying.
- Raise school awareness of the fact that bullying is not an acceptable behaviour.
- Take time to talk and listen to pupils.
- Improve supervision in the canteen and at outdoor play areas (e.g. school field).
- Compile a list of 'no bullying' rules—get pupils to be involved in setting the rules against bullying.
- Create positive experiences for acceptable behaviour and negative ones for unacceptable behaviour such as bullying (e.g. point out and correct any instance of bullying in class).
- Provide a forum for pupils to discuss and evaluate anti-bullying rules with you on a regular basis.
- Establish communication links with parents, keeping them informed about anti-bullying measures taken by the school.

When dealing with bullies or victims of bullying,

- Initiate talks with the bully or bullies immediately using the following steps:
 - (i) Document the case.

- (ii) Send a clear signal to the bully that bullying is not acceptable behaviour.
- (iii) Issue a warning to the bully.
- (iv) Inform the bully that he/she will be monitored.
- (v) Tell the bully that further action will be taken if the bullying does not stop.
- Speak to the victim and his/her parents.
 - (i) Establish details about the bullying.
 - (ii) Let the victim and his/her parents know what action is being taken to stop the bullying.
 - (iii) Tell the victim that any further incidents of bullying should be reported.
- Consider a transfer of class or school if the problem persists or worsens. If necessary, seek professional help for the pupils involved.

Bibliography

1. Olweus D. (1993) *Bullying In School: What We Know, What We Can Do*. Cambridge, M.A. Blackwell Publishing, Inc.

Suggested Answers

Accept all plausible answers for Lessons 2 (page 50), 3 (page 52), 4 (page 54), 6 (page 57) and 9 (pages 63 & 64).

Managing My Emotions

Lesson 1: Not Happy At All



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1. Your best friend ignored you. – sad
2. Your classmates bullied you. – scared, sad and angry
3. Your good friends left you out in an activity. – sad and envious
4. Your brother received many presents on his birthday. – envious and jealous

Caring For Others

Lesson 5: Crack The Code



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



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Respectful

Lesson 7: Leave Me Alone



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1. Ask them to stop and say what they are doing is not funny.
2. Talk to someone who can help.

Managing My Emotions

Lesson 1: Not Happy At All



Image Master: Not Happy At All

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1. sad
2. jealous, envious or sad
3. scared
4. angry
5. Harold and Eileen: glad
Lam: envious, jealous or sad