

Perfect Match

Health Education

Dr Michael Chia

Grade

3

Teacher's Guide

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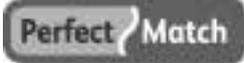
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The following table lists the relevant pages for each lesson.

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	Eating Right	1: Good Eating Habits	2	23		24
		2: My Healthy Plate	5			24
		3: Food Detective	7			
		4: Am I Eating Right?	8			24
		5: Stay Active	9			
	Good Hygiene Practices	6: A Dip In The Pool	10			24
		7: Should Lam Accept The Offer?	13			25
		8: Look At Our Posters	16			25
	Eye Care	9a Give Your Eyes A Break	17			25
		9b Glve Your Eyes A Break	19			25
Food And Your Teeth	10: Something To Chew On	21			26	
Environment and Your Health	How Diseases Are Spread	1: A Picnic	28			39
		2: Trouble In The Kitchen	30			39
		3: Kitchen Hygiene	32			40
	Mosquito-Borne Diseases	4: No More Mosquitoes	34			40
		5: No More Mosquitoes	37			40
Emotional and Psychological Health	Conflict With Others	1. I Do Not Agree	42			
		2: Would You Get Angry?	44			
		3: What Started It?	48			
		4: Resolving Conflicts	49		59	65
		5: No More Conflicts	50			66
	Self-Esteem	6: I Do Not Feel Good	51		62	
		7: Same Or Different?	52			
		8: I Am Special	53			
		9: The Good, Bad And Ugly	54			66
		10: My Special Shield	56			
		11: Building Relationships	57			

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.

Components of the Teacher's Resource Booklet

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

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

Suggested Lesson Plans		Self-Esteem (Lessons 6 to 11)	
Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 6: I Do Not Feel Good</p> <p>Key Idea: Low self-esteem occurs when one is overwhelmed by negative emotions such as feelings of inadequacy, isolation and sadness.</p> <p>Objective: At the end of the lesson, pupils should be able to recognise and accept individual differences and similarities for a positive self-esteem.</p>	<p>Start</p> <p>Sharing</p> <ul style="list-style-type: none"> Share a personal incident in which you did not feel good about yourself. Remind pupils that it is normal to sometimes feel lousy about themselves. The important thing is not to dwell on this feeling. Look at the teaching notes on 'Self-esteem' for more details. <p>Develop</p> <p>Discussion</p> <ul style="list-style-type: none"> Get pupils to find a partner and talk about the three pictures in the Pupil's Book. Ask them why Tawan, Haris, Harold and Ajit do not feel good about themselves. Have pupils talk about similar experiences they may have had—where they did not feel good about themselves. Consider what pupils say as it provides an insight into their insecurities. <p>Conclude</p> <p>Survey (Intrapersonal)</p> <ul style="list-style-type: none"> Get pupils to fill in the survey in the Pupil's Book on their own. 	<p>Page 53</p> <p>Page 5</p>	<p>Teaching Notes: Self-esteem (Page 62)</p>

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

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

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

Teaching Notes: Conflict With Others

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

Topic: Conflict With Others

Resolving Conflicts

Most people, including pupils, have disagreements or conflicts with others from time to time. For pupils, conflicts usually involve friends or classmates in school and occur in the schoolyard. When pupils are in conflicts, whether well they resolve them depends on how adults have intervened in the past, and what pupils have been taught about solving problems and resolving conflicts.

If possible, try not to intervene in all conflicts. Instead, let pupils work things out on their own. They need to do this in order to develop skills for resolving conflicts and solving problems.

However, do intervene when:

- there is threat of pain or injury;
- there are repeated arguments over the same issue;
- there is an imbalance of power; and/or
- pupils are extremely emotional and are not in control of themselves.

Below are some guidelines for consideration when teaching Pupils how to resolve conflicts.

- Stay calm. When emotions are high and strong, it is difficult to think of reasonable solutions.
- Encourage pupils to allow each other to give their side of the story without interruption.
- Help them name the problem and try to see each other's point of view, including yours as the teacher.
- Brainstorm possible solutions with pupils and then decide which solutions would work for the situation.
- Try out the solution and adjust as if needed.

Remember, allow pupils to practise conflict resolution on their own in a safe environment. Render help only when necessary.

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: _____

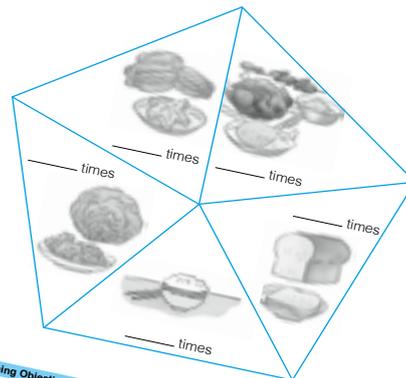
Class: _____

Date: _____

Lesson 1

Chewing And Counting

Count and record the number of times you chew these food items before you swallow them.



Learning Objective:

Pupils will be able to make healthy food choices to obtain and maintain healthy growth.

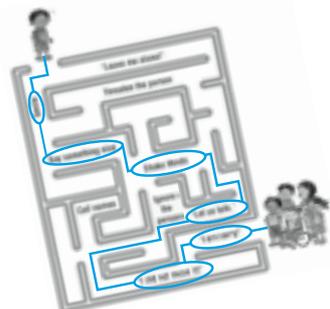
Suggested Answers

Accept all plausible answers for Lessons 1 (page 43 & 44), 2 (page 45), 3 (page 47 & 48), 5 (page 52), 6 (page 54), 8 (page 58), 9 (page 60), 10 (page 61) and 11 (page 64).

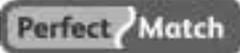
Conflict With Others

Lesson 4: Resolving Conflicts

Page 49



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

The  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 3 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.	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.
4.	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.
5.	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.
6.	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.

No.	Teaching method	Description	Aim
7.	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.
8.	Role Play	Select pupils to read aloud a dialogue or act out a scene presented in the book. A brief discussion should follow regarding pupils' feelings and thoughts during the role play.	To help pupils consider concepts and ideas from different viewpoints regarding a subject.

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

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

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

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

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

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

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

MY LEARNING LOG

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

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

Physical Health

Introduction

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

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

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

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 1: Good Eating Habits</p> <p><u>Key Idea:</u> Good eating habits include having regular meals (breakfast, lunch and dinner), eating in moderation and chewing food well.</p> <p><u>Objective:</u> At the end of the lesson, pupils will be able to make healthy food choices to obtain and maintain healthy growth.</p>	<p>Start</p> <p> <u>Review</u></p> <ul style="list-style-type: none"> • Ask pupils to think of and name some good eating habits. • Revise what pupils have learnt about food, diet and growth in Primary Two. The main points are: <ul style="list-style-type: none"> – Good habits such as eating healthily and exercising regularly will promote healthy growth of the body. – Eating a variety of food and drinking enough water is necessary for healthy growth of the body. – 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. – It is important to include a variety as well as the right amount of food in the diet. – Foods that are high in sugar, fats and salt should not be eaten in excess. – Fruit and vegetables are important for maintaining good health. – Two servings of fruit and two servings of vegetables should be eaten daily. <p>Develop</p> <p> <u>Activity</u></p> <ul style="list-style-type: none"> • Direct pupils' attention to the Pupil's Book. Tell them that some of the superfriends and their families are at an exhibition about good eating habits. However, some of the information at the exhibition cannot be seen clearly. • Tell pupils to listen carefully as you read aloud the following text. They are to fill in the blanks as they listen. (The underlined words do not appear in the Pupil's Book.) 	<p>Page 3</p>	

Lam: Look, Grandpa, it says here that having regular meals keep you healthy. This means we should have breakfast, lunch and dinner every day.

Harold: We should have at least two servings of fruit and two servings of vegetables.

Ajit: We learnt in school last year that we should also drink at least eight glasses of water every day!

Eileen: Why is it important to chew our food well?

Exhibition lady: Chewing helps us to digest our food.

Survey



- Conduct a survey of the class with the following questions. All the questions pertain to meals taken in the past three days.
- Questions for survey:
 1. In the past three days, how many of you had breakfast every day?
 2. In the past three days, how many of you had lunch every day?
 3. In the past three days, how many of you had dinner every day?
 4. In the past three days, how many of you had two servings of fruit every day?
 5. In the past three days, how many of you had two servings of vegetables every day?
 6. In the past three days, how many of you had eight glasses of water every day?
- Pupils should answer yes to all the questions. If they do not, encourage them to improve their eating habits.

Lecture-Discussion



- Ask pupils to recall what they had for breakfast yesterday. Compare it with what they had for lunch and for dinner. Which meal was the biggest? Which meal was the smallest?

Page 4

Key Idea and Objective

Procedure

Pupil's Book

Teacher's Resource

- The biggest meal for most pupils is likely to be dinner as most of them have dinner at home with their family. The smallest meal is usually breakfast as pupils miss it in order to rush to school.
- Write the word 'breakfast' on the board.
- Point to the word 'fast' and tell pupils that the word 'fast' refers to a period of time in which a person eats very little or no food. People do not eat during the night because they are sleeping. They break their fast in the morning when they wake up by having a meal called 'breakfast'.
- Tell pupils breakfast is important because it is the first meal of the day and the food eaten during breakfast will help provide energy for the day.

Conclude**Brainstorm**

- Based on the survey done earlier, ask pupils to think of two ways they can improve their eating habits. For example, if they are drinking insufficient water, have them suggest ways to increase their water intake. One way could be to bring their own water from home. Another way could be to set aside time after their meals to drink at least a glass of water.

Extension Activity**Activity**

- Reproduce the worksheet 'Chewing And Counting', and have pupils complete the activity as homework.
- Get pupils to compare their answers with each other in the next lesson.

Image Master: Chewing And Counting (Page 23)

Key Idea and Objective

Lesson 2: My Healthy PlateKey Ideas:

- There are three main food groups in My Healthy Plate, eg. Whole grains, Fruit and Vegetables, and Meat and others.
- The different groups of food have different functions in the body.

Objectives:

At the end of the lesson, pupils will be able to identify the different types of food for growth and health, and make healthy food choices to obtain and maintain healthy growth.

Procedure

Start Survey

- Ask pupils if they have heard of My Healthy Plate before. If they have, ask them to tell you about it. If not, tell them they will learn about it in this lesson.

Develop Lecture-Discussion (Visual/Spatial)

- Tell pupils to turn to My Healthy Plate in the Pupil's Book, which shows the variety of food that we should eat to stay healthy.
- Draw pupils' attention to the different sections of food on My Healthy Plate. Tell pupils that each section is a food group with a special name.
- Go through the three food groups with pupils: Whole grains, Fruit and Vegetables and Meat and others.
- Point out that the Meat and others group includes vegetables and pulses such as peas, beans and lentils, and milk and milk-based products such as yogurt and cheese.

 Question and Answer (Visual/Spatial)

- For each food group, ask pupils to name you the food shown on the plate. This is to provide them with an idea of the different types of food that belong to each food group.

Lecture-Discussion

- Tell pupils that the three food groups have different functions: Whole grains provide energy; Fruit and Vegetables provide fibre, vitamins and minerals; Meat and others provide protein, and calcium for strong bones and teeth.
- Go through the text in the Pupil's Book. Ask pupils to name their favourite food from each food group.

Pupil's Book

Page 5

Pages 6-7

Teacher's Resource

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
	<ul style="list-style-type: none"> Bring pupils' attention to sugar and salt. Tell pupils that these are found in many of the food items we eat, for example, chicken rice contains a lot of oil and salt. Many of the snacks pupils enjoy, such as chocolates and sweets, contain a lot of sugar. Sauces, gravy and salad dressings also contain a lot of oil, sugar and salt. Tell pupils that food which contains a lot of oil, sugar and salt should not be eaten too often or in huge amounts. <p> Activity</p> <ul style="list-style-type: none"> Ask pupils to match food items to the correct food groups. They will continue to familiarise themselves with food in the three different food groups. <p>Conclude</p> <p> Question and Answer</p> <ul style="list-style-type: none"> Ask pupils to close their books. Divide the class into three groups and have an informal quiz on the different food groups. Ask each group to name three foods that belong to each food group. 	Page 8	

Key Idea and Objective**Procedure****Pupil's Book****Teacher's Resource****Lesson 3: Food Detective**Key Idea:

There are three main food groups in My Healthy Plate, eg. Whole grains, Fruit and Vegetables, and Meat and others.

Objectives:

At the end of the lesson, pupils will be able to identify the different types of food for growth and health, and make healthy food choices to obtain and maintain healthy growth.

StartQuestion and Answer

- Without allowing pupils to open their books, ask them to name the four food groups.
- Ask pupils to name some foods from each food group.

DevelopActivity

- Get pupils into groups of four or five.
- Tell pupils they are going to do a little detective work about the foods sold in their school canteen.
- Have pupils look at question 1 in the Pupil's Book.
- Tell them to circle the food and drinks that are sold in the school canteen every day.
- Tell them to draw a box around the food and drinks that are sold only once a week.
- Upon completion of this activity, inform pupils that they will be going to the canteen to check their answers and complete question 2.

ConcludeDiscussion

- Ask pupils to share their findings for question 2.
- Have pupils suggest improvements that can be made to the foods sold in the canteen. Prompt them by asking whether certain foods such as fried chicken wings or potato chips should be banned.
- Pupils may also suggest that certain foods such as fruit be sold every day.

Pages 9-10

Key Idea and Objective

Procedure

Pupil's Book

Teacher's Resource

Lesson 4: Am I Eating Right?Key Idea:

Eating a variety of food means to include foods from the different groups.

Objectives:

At the end of the lesson, pupils will be able to identify the different types of food for growth and health, and make healthy food choices to obtain and maintain healthy growth.

StartLecture-Discussion

- Recap the names of the three main food groups with pupils.
- Ask pupils what they understand by a healthy meal.
- Explain to pupils that a healthy meal refers to a meal that contains a variety of foods from the different food groups.

DevelopActivity

- Have pupils complete the activity in the Pupil's Book.
- Go through the answers with pupils. The pictures show the following:
 1. A carton of milk, and rice with salmon and vegetables
 2. A plate of rice, some vegetables and fish, fruit (papaya and watermelon) and a glass of water
 3. A sandwich and a soft drink
 4. *Roti prata* with chicken curry and a cup of coffee
 5. A bowl of rice, soup with meat and vegetables, and a glass of water
 6. Noodles with beancurd and vegetables and a can of juice
 7. A plate of rice, three chicken wings and a carton of milk.

Activity

- Get pupils to complete the activity in the Pupil's Book.
- Ask pupils if their meals included foods from the different food groups. Have them write their answers in the Pupil's Book.

Crossover-Art (Visual/Spatial)

- Get pupils to write the name of a meal on the blank space of each circle.
- Give them some time to plan three healthy meals and write them in the appropriate sections.
- Get pupils to cut along the outline of the circles.
- Have them punch a hole through the small circles and give them a string to hold the circles together.

ConcludeSharing

- Ask pupils to share what they have planned for their meals.

Page 11

Page 12

Page 13

Key Idea and Objective**Procedure****Pupil's Book****Teacher's Resource****Lesson 5: Stay Active**Key Idea:

It is important to have an active lifestyle.

Objectives:

Pupils will be able to establish daily habits for caring for their bodies to maintain and improve health and prevent illness.

StartDiscussion

Pupils look at what the four superfriends are doing and say how much time they spend on high-energy activities, watching TV or playing on their gadgets and spending time outdoors.

Activity

Pupils recall and talk about five moderate-to-vigorous physical activities they do. They compare their answers.

Lecture/Crossover-Mime (Kinesthetic)

Stress the need to avoid long hours of continuous sitting and using their gadgets. Advise pupils to move around after sitting down for 30 minutes. Play a game with pupils. Use a whistle or a bell. Start with pupils sitting down and keeping quiet. When you blow the whistle or ring the bell, pupils must mime ONE of the four things listed in the student's book:

1. Stand up, walk around and stretch your arms.
2. Look out of the window at something far away.
3. Get a drink.
4. See what people around you are doing.

When you blow the whistle or ring the bell again, they find a seat and sit down till you indicate it is time to move a round again.

ConcludeReview

With prompts from the teacher, students recall what they have learnt for the lesson

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Page 16

Suggested Lesson Plans

Good Hygiene Practices (Lessons 6 to 8)

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 6: A Dip In The Pool</p> <p><u>Key Idea:</u> Good habits of cleanliness include: – cleaning the body including the navel and pubic regions with soap; – wiping the body with a clean towel after exercise or physical activity; and – observe good hygiene practice in the swimming pool.</p> <p><u>Objective:</u> At the end of the lesson, pupils will be able to establish daily habits for caring for their bodies in order to maintain or improve health and prevent illnesses.</p>	<p>Start</p> <p> <u>Crossover-Music</u> (Musical/Rhythmic)</p> <ul style="list-style-type: none"> • Ask pupils if they know the song 'This Is The Way'. • Sing the song below to the tune of 'Here We Go Round The Mulberry Bush'. <p><i>Lyrics:</i> This is the way we wash ourselves, We wash ourselves, we wash ourselves. This is the way we wash ourselves, Early in the morning.</p> <ul style="list-style-type: none"> • Divide the class into two groups. Each group is to present the song to the class with accompanying actions—these actions should reflect all that pupils have learnt so far about keeping their bodies clean. Pupils should mime the following actions as they sing: <ul style="list-style-type: none"> – wash their hair; – clean their face, behind their ears and a round the neck; and – clean their hands and feet. <p>Develop</p> <p> <u>Lecture-Discussion</u></p> <ul style="list-style-type: none"> • Write the actions that pupils mimed on the board. • Ask pupils to recall what else they have learnt about keeping their bodies clean: they should take a bath or shower daily, wash their hair daily, and cut their finger and toe nails regularly. • Tell pupils that they also have to wash their navels and between their legs with soap when they take a bath. 		

Role Play (Verbal/Linguistic)

- Go through the comic strip in the Pupil's Book. Select a few pupils to read aloud the dialogue.

Discussion (Visual/Spatial)

- Tell pupils Eileen, Tawan, Ajit and Haris all did things that they should not have.
- Have pupils work in pairs to identify the mistakes that the four superfriends made. Draw pupils' attention to the drawings around the answer spaces—these are clues which will help them.
- The mistakes made by Eileen, Tawan, Ajit and Haris are:

Panel 1

- Tawan should not be swimming because she is unwell (she has a cold).

Panel 2

- Haris should have wiped himself with a clean towel like Ajit as they were sweaty after jogging.

Panel 3

- Eileen should not be eating in the pool.
- All of them should have worn a swimming cap.
- Ajit should have taken a quick shower before jumping into the pool.
- Ajit needs to put on suntan lotion.

Question and Answer

- After a few minutes, call on different pairs of pupils to share their answers with the class. Write their responses on the board.
- Give pupils time to write their answers in their books.

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Page 18

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
	<p>Conclude</p> <p> <u>Lecture</u></p> <ul style="list-style-type: none">• Summarise the lesson by going through the following hygiene practices:<ul style="list-style-type: none">– keep the body clean by bathing/showering and washing the hair daily– during a bath/shower, wash the navel and between the legs with soap, clean the hands and feet, face, behind the ears, and around the neck– cut the finger and toe nails regularly– wipe the body with a clean towel after exercise or physical activity– observe good hygiene practice in the swimming pool. This includes wearing proper swimming gear (costume and cap if applicable), not eating in the pool, taking a quick shower before swimming, and not swimming if one is unwell.		

Lesson 7: Should Lam Accept The Offer?

Key Idea:

Good habits of cleanliness include using clean personal articles such as clothes, shoes, handkerchiefs, combs, towels and socks.

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.

Start

Survey

- Ask pupils if they have gone on a camping trip before.
- Ask them to name some items they should pack for a camping trip—they should name items such as clothes, shoes, socks, towels, combs, toothbrushes, etc.

Activity



- Tell pupils to listen carefully as you read aloud the text below. Pause after each superfriend's offer to allow pupils to decide if Lam should accept the item and circle 'Y' or 'N' in the Pupil's Book.

1. Harold: Cheer up Lam! The towel I used yesterday has dried. Why don't you use it today? I have another towel I can use.
2. Haris: I have a new packet of disposable underwear. I can give it to you.
3. Ajit: You can borrow my comb—just wash it after you are done.
4. Tawan: I have an extra pair of socks—it's clean and I have not worn it. Why don't you take it?
5. Eileen: I have a new camp t-shirt. You can change into it after your bath.
6. Harold: The handkerchief I used yesterday has dried too. You may have it.
7. Haris: My toothbrush is quite new and I have only used it once. You may use it later to brush your teeth, I don't mind!
8. Ajit: I have an extra pair of shoes. They are clean. You may use it tomorrow for hiking.

Page 19

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
	<ul style="list-style-type: none"> • Go through the answers with pupils. <p><i>The items Lam should accept are:</i></p> <ul style="list-style-type: none"> – disposable underwear from Haris – clean shoes from Ajit – clean socks from Tawan – new t-shirt from Eileen <p><i>The items Lam should not accept are:</i></p> <ul style="list-style-type: none"> – towel and handkerchief from Harold – toothbrush from Haris – comb from Ajit • Explain the answers to pupils. <ul style="list-style-type: none"> – Lam can accept the shoes and socks from Ajit and Tawan because those items are clean. He can accept the disposable underwear and t-shirt from Haris and Eileen because those items are new and have not been used before. – Lam should not accept the towel and handkerchief from Harold even though they are dry and therefore deemed 'usable'. Both items are personal and should not be shared. – Lam should not accept the toothbrush from Haris and comb from Ajit because both items are personal and should not be shared. • Explain to pupils that good hygiene plays a big part in keeping them healthy. This is because practising good hygiene keeps germs away. Remind pupils that germs cause illnesses and diseases. 		

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

- Explain to pupils that keeping clean does not just involve taking daily baths and showers and knowing which parts of their bodies they should wash. It also involves changing clothes every day and not sharing certain personal items (such as toothbrushes, towels, combs and underwear).

Conclude Activity

- Have pupils work in pairs on the activity in the Pupil's Book.

Page 20

Key Ideas and Objective

Lesson 8: Look At Our PostersKey Ideas:

- Good habits of cleanliness include:
 - washing hands before and after going to the toilet;
 - cleaning the body including the navel and pubic regions with soap; and
 - using clean personal articles such as clothes, shoes, handkerchiefs, combs, towels and socks.
- Good hygiene practices help to prevent illnesses and diseases.

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 Activity (Verbal/Linguistic)

- Select a few pupils to read aloud the posters drawn by the superfriends.
- After each poster is read, ask pupils to consider whether the poster describes a good hygiene practice. If so, they are to circle the poster.

Develop Lecture-Discussion

- Go through the answers with pupils. Pupils should circle only three posters—those by Ajit, Haris and Eileen.
- Draw pupils' attention to the posters describing unhygienic practices. Ask pupils to suggest what the posters should actually say. For example, Harold's poster could say "Saving water may be important, but you should still take a bath every day."; Tawan's poster could say "Combs are personal items which should not be shared."; and Lam's poster could say "Even if we are in a rush, it is important to wash ourselves with soap."

 Crossover-Art (Visual/Spatial, Verbal/Linguistic)

- Have pupils create their own poster on one good hygiene practice.

Conclude Discussion

- Select some pupils to present their posters to the class.
- Ask the class if the posters list all the good hygiene practices that they have learnt so far. If not, have pupils name the hygiene practices that have not been represented.

Pupil's Book

Page 21

Page 22

Teacher's Resource

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 9a: Give Your Eyes A Break</p> <p><u>Key Ideas:</u></p> <ul style="list-style-type: none"> Understanding myopia and the effects of near work on the eyes. Care of the eyes include: <ul style="list-style-type: none"> taking regular vision breaks when doing near work by looking at distant objects every 30-40 minutes; having sufficient light when doing work and reading; and keeping a minimum distance when reading and watching TV programmes. <p><u>Objective:</u> At the end of the lesson, pupils will be able to recognise that the eyes need proper care and rest for good vision.</p>	<p>Start</p> <p> <u>Survey</u></p> <ul style="list-style-type: none"> Ask pupils who wear glasses the following questions: <ul style="list-style-type: none"> How many of you read a lot? How many of you use your computer for more than an hour without taking a break? How many of you watch television for more than an hour without taking a break? How old were you when you started wearing glasses? How many of you have a parent who wears glasses? How many of you have parents who both wear glasses? <p>Develop</p> <p> <u>Lecture</u></p> <ul style="list-style-type: none"> Explain to pupils that 'myopia' is the scientific term for near-sightedness. In other words, a person suffering from myopia is unable to see things at a distance clearly. This person needs glasses to correct his/her vision. Tell pupils that many people who need glasses suffer from myopia. <p> <u>Brainstorm</u> (Interpersonal)</p> <ul style="list-style-type: none"> Ask pupils to get into groups of four or five. Get them to suggest why there are increasing numbers of people suffering from myopia these days. Acceptable responses include a rise in the use of computers, excessive time spent watching television or playing computer games, poor reading habits (e.g. reading under bad or insufficient lighting), etc. Write pupils' responses on the board. 		

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
	<p> Lecture-Discussion</p> <ul style="list-style-type: none"> • Explain the term 'near work activities' to pupils. It refers to activities that are conducted within an arm's length of a person. • Have pupils fully stretch their arms in front of them. Ask them what activities can be conducted at such a distance. • List pupils' responses on the board. Near work activities include reading, writing, using the computer and playing hand-held games. • Tell pupils they should try to adhere to these recommendations as part of caring for their eyes: <ul style="list-style-type: none"> – when reading, sit upright and place the reading material no more than 30 cm away from the eyes; – ensure there is adequate lighting when doing any near work activity; – when using the computer, the screen should be about 50 cm away from the eyes; and – ensure that the computer screen is not too dim or brightly lit. <p>Conclude</p> <p> Activity (Visual/Spatial)</p> <ul style="list-style-type: none"> • Have pupils work on the activity in the Pupil's Book. Ask them to circle the superfriends who are doing things that hurt their eyes. • Go through the answers with pupils and tell them they will be learning more about caring for their eyes in the next lesson. 	Page 23	

Key Idea and Objective**Procedure****Pupil's Book****Teacher's Resource****Lesson 9b: Give Your Eyes A Break**Key Ideas:

- Understanding myopia and the effects of near work on the eyes.
- Care of the eyes include:
 - taking regular vision breaks when doing near work by looking at distant objects every 30-40 minutes;
 - having sufficient light when doing work and reading; and
 - keeping a minimum distance when reading and watching TV programmes.

Objective:

At the end of the lesson, pupils will be able to recognise that the eyes need proper care and rest for good vision.

StartClass Activity (Bodily/Kinesthetic)

- Conduct a short experiment with the class.
- Ask pupils to close their eyes for a few minutes.
- With their eyes closed, ask pupils to open their books to page 24 of the Pupil's Book. Tell them to open their pencil cases, find a blue pen and a ruler, and pass it to a friend. They are to do these with their eyes closed.
- Ask pupils to open their eyes and repeat the same activity.
- Ask pupils what differences they felt in obeying your instructions with their eyes closed and with their eyes opened. Pupils will most likely say it was impossible to carry out the instructions with their eyes closed.

DevelopLecture

- Link the above experiment to the importance of our eyes.
- Remind pupils that failure to take care of our eyes may lead to myopia or worse consequences.

Activity

- Tell pupils to listen carefully as you read aloud the following text. They are to fill in the blanks as they listen. (The underlined words do not appear in the Pupil's Book.)

Tawan: Make sure there is enough light so that you won't strain your eyes.

Ajit: When you watch television, sit at least two metres away from the television screen.

Haris: Also, make sure the television screen is below or at your eye level.

Page 24

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
	<p>Eileen: When you do any near work activity, give your eyes a break every <u>thirty</u> to <u>forty</u> minutes for at least <u>three</u> to <u>four</u> minutes. Look at an object far away.</p> <p>Lam: What's a near work activity?</p> <p>Harold: It's an activity that you do within an arm's length. Examples of near work activities are <u>reading</u>, writing, using the <u>computer</u>, and watching <u>television</u>.</p> <p>Conclude</p> <p> <u>Review</u></p> <ul style="list-style-type: none">• Have pupils close their books and recap the ways they can take care of their eyes.		

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 10: Something To Chew On</p> <p><u>Key Ideas:</u></p> <ul style="list-style-type: none"> • Foods that are high in calcium promote the growth of strong teeth and bones. • Regular consumption of food that are high in sugar, such as sweets and chocolate, can cause dental decay. <p><u>Objective:</u> 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"> • Ask pupils to name the three food groups on My Healthy Plate: Whole Grains, Fruit and Vegetables and Meat and others. <p>Develop</p> <p> <u>Question and Answer</u></p> <ul style="list-style-type: none"> • Ask pupils to name some foods found in the Meat and others food group. Acceptable responses include milk, cheese, yogurt, beancurd, anchovies (<i>ikan bilis</i>) and any pulses (e.g. beans, peas and lentils). <p><u>Lecture</u></p> <p> • Tell pupils these types of food contain something that is very important for keeping teeth healthy—calcium. Green leafy vegetables also contain calcium.</p> <p> <u>Team Collaboration (Interpersonal)</u></p> <ul style="list-style-type: none"> • Get pupils to work on the word search activity in groups of four or five. • Tell pupils the words they have to search for are answers to the riddles in the activity, namely, toothbrush, toothpaste, floss, cheese, milk and yogurt. <p> <u>Activity</u></p> <ul style="list-style-type: none"> • Select pupils to read aloud the speeches of Tawan, Haris, Lam and Eileen. 	<p>Page 25</p> <p>Page 26</p>	

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
	<p>Conclude</p> <p> <u>Review</u></p> <ul style="list-style-type: none">• Ask pupils to close their books and name you some foods and drinks that are good for their teeth.• Ask the class what are some healthy habits to keep for oral care.• Ask pupils to collect these pictures and bring them for the next lesson.• Ask pupils to bring some coloured markers, scissors and glue for the next lesson.		

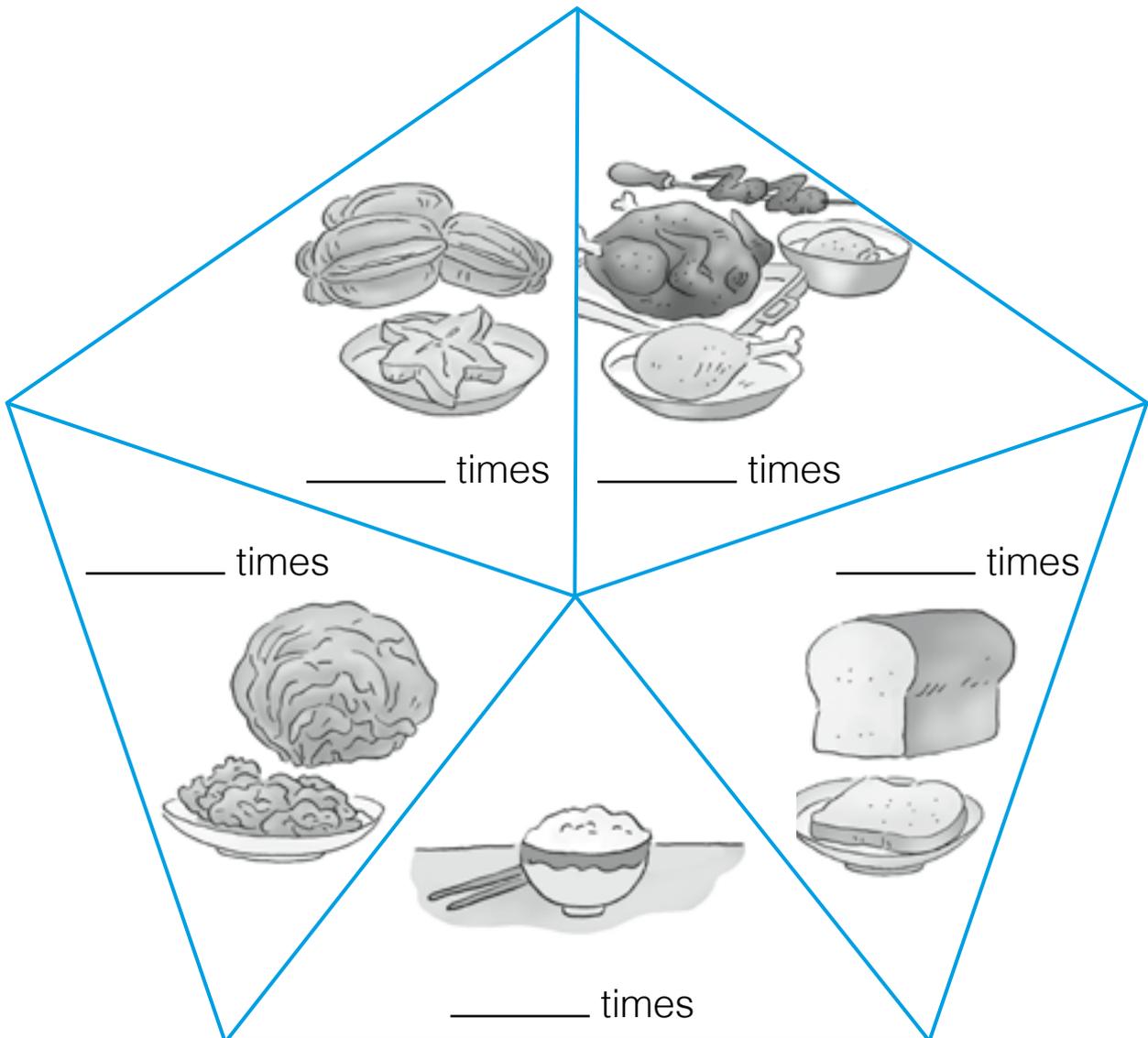
Name:

Class:

Date:

Chewing And Counting

 Count and record the number of times you chew these food items before you swallow them.



_____ times

_____ times

_____ times

_____ times

_____ times

Learning Objective:

Pupils will be able to make healthy food choices to obtain and maintain healthy growth.

Suggested Answers

Accept all plausible answers for Lessons 3 (pages 9 & 10), 4 (pages 12 & 13), 5 (page 16), and 8 (page 22).

Eating Right

Lesson 1: Good Eating Habits



Pages 3 & 4

1. breakfast, lunch, dinner
2. two, two, vegetables
3. water
4. chew
5. digest

Lesson 2: My Healthy Plate



Page 8

1. Vegetables: green leafy vegetables, mixed vegetables
2. Meat and others: *satay*, fish, cheese, beancurd or tofu, nuts
3. Whole grains: bread, noodles
4. Fruit: banana, watermelon

Lesson 4: Am I Eating Right?

Page 11

Draw a 😊 for pictures 1, 2, 5 and 6.

Good Hygiene Practices

Lesson 6: A Dip In The Pool



Page 18

Acceptable answers should contain the following ideas:

1. Tawan should not be swimming if she is unwell (she has a cold).
2. Haris should have wiped himself with a clean towel.
3. Eileen should not be eating in the pool.

4. All of them should have worn a swimming cap like Eileen.
5. Ajit should have taken a quick shower before jumping into the pool.

Lesson 7: Should Lam Accept The Offer?



Page 19

- | | |
|--------|--------|
| 1. No | 5. Yes |
| 2. Yes | 6. No |
| 3. No | 7. No |
| 4. Yes | 8. Yes |



Page 20

Circle the following items: clothes, uniform, handkerchief, socks, towel and underwear. The following items should be crossed out: handkerchief, comb, towel, toothbrush and underwear.

Lesson 8: Look At Our Posters



Page 21

Circle the posters by Ajit, Haris and Eileen.

Eye Care

Lessons 9: Give Your Eyes A Break



Page 23

Circle the following superfriends: Harold, Ajit, Haris and Tawan.



Page 24

1. light
2. two
3. below
4. thirty, forty, three, four
5. reading, computer, television

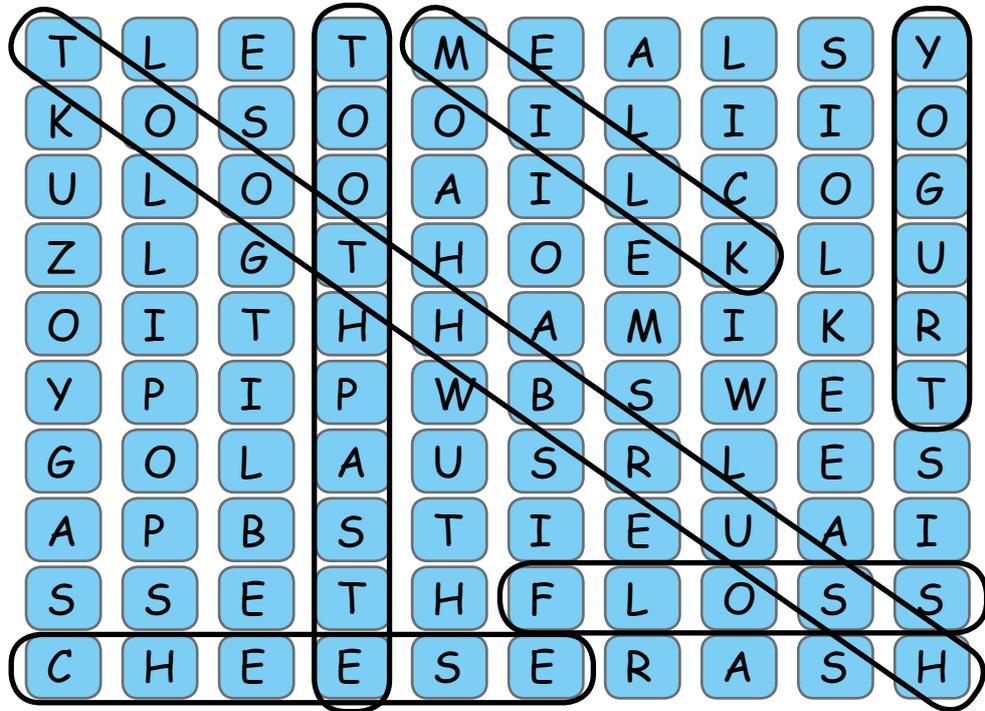
Food And Your Teeth

Lessons 10: Something To Chew On



Page 25

Words hidden in the puzzle: toothbrush, toothpaste, floss, cheese, milk and yogurt



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.

Suggested Lesson Plans

How Diseases Are Spread (Lessons 1 to 3)

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 1: A Picnic</p> <p><u>Key Idea:</u> Diseases can be spread through contaminated drinking water or food.</p> <p><u>Objective:</u> At the end of the lesson, pupils will be able to recognise that an unclean environment is a risk to healthy living for everyone.</p>	<p>Start</p> <p> <u>Survey</u></p> <ul style="list-style-type: none"> Ask pupils if they have been on a picnic before. If so, ask them what kind of food they brought and how they packed the food—did they use cooler boxes, plastic bags or plastic containers, etc.? <p>Develop</p> <p> <u>Role Play</u> (Verbal/Linguistic)</p> <ul style="list-style-type: none"> Select pupils to read aloud the dialogue between the superfriends. <p> <u>Lecture-Discussion</u> (Visual/Spatial)</p> <ul style="list-style-type: none"> Get pupils to talk about what is happening in the comic strip. Ask pupils what they think happened to the superfriends the day after the picnic and why. Pupils should say that Ajit, Haris and Eileen probably fell ill because they did not wash their hands before they ate. Harold, Lam and Tawan may have fallen ill, depending on whether they ate any of the sandwiches or cake that fell on the grass earlier. Tell pupils that eating or drinking contaminated (or unclean) food or drinks can spread diseases and make them ill. <p> <u>Brainstorm</u> (Interpersonal)</p> <ul style="list-style-type: none"> Get pupils to form groups of four or five. Ask pupils to think of and name some ways in which food and drinks can become contaminated. Acceptable responses include leaving food in the open for too long when it should be chilled and preparing food in an unhygienic manner (e.g. the person cooking did not wash his/her hands or used dirty utensils and cutlery). 	<p>Page 29</p>	

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
	<p>Conclude</p> <p> <u>Activity</u></p> <ul style="list-style-type: none"> • Explain the next activity to pupils. The pictures in page 30 of the Pupil's Book show what the superfriends should have done instead. • Have pupils work in pairs to think of what Tawan and Ajit should say to Eileen and Harold respectively. 	Page 30	

Key Idea and Objective

Lesson 2: Trouble In The KitchenKey Idea:

- Diseases can be spread through:
- contaminated drinking water or food;
 - and
 - faeces and urine of pests.

Objective:

At the end of the lesson, pupils will be able to recognise that an unclean environment is a risk to healthy living for everyone.

Procedure

Start Review

- Briefly recap what pupils learnt in the previous lesson. Ask them how food and drinks can get contaminated.

Develop Team Collaboration

- Tell pupils that the kitchen is a place where food can easily get contaminated.
- Have pupils form groups of four or five to identify ten problems related to safety and hygiene in the picture. The problems are the:
 - opened refrigerator door
 - opened can of mushrooms on the kitchen counter
 - cockroach
 - bits of food on the stove
 - overflowing pot on the stove
 - dirty rag on the clean dishes on the drying rack
 - knife on the chopping board near the edge of the counter
 - plate of fried noodles on the kitchen counter
 - plates of prawns, squid and meat on the table
 - cut fruit left near the chopping board
- Have different groups share and explain their answers to the class.

 Lecture

- Tell pupils that food can get contaminated in many ways. With reference to the picture, highlight the following to pupils:
 - Always store uncooked food in the refrigerator.
 - Always keep the refrigerator door shut so that the food inside will remain chilled and not spoil.
 - Do not leave leftover food where flies and other pests can get to them. This means keeping the area where food is prepared or stored clean so that they will not attract pests. The faeces and urine of pests can spread diseases.

Pupil's Book

Page 31

Teacher's Resource

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

- Use different kitchen linen for utensils and cutlery, and for cleaning. Do not place dirty rags on clean dishes.

Conclude Team Collaboration

- Have pupils remain in their groups and select any four problems which they circled and briefly describe them in the spaces in the Pupil's Book.
- Pupils should also suggest solutions for each problem they describe. For example, if pupils described the knife on the chopping board as a problem, they should propose that the knife be placed in the kitchen sink after use rather than being left on the chopping board.

Page 32

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 3: Kitchen Hygiene</p> <p><u>Key Idea:</u> Diseases can be spread through: – contaminated drinking water or food; – faeces and urine of pests; and – bodily fluids (e.g. saliva, mucous, blood).</p> <p><u>Objective:</u> At the end of the lesson, pupils will be able to recognise that an unclean environment is a risk to healthy living for everyone.</p>	<p>Start</p> <p> <u>Survey</u></p> <ul style="list-style-type: none"> Ask pupils if they have cooked or baked before. Ask those who have to share their experiences—what they prepared, how they went about doing it and whether the dish was a success. <p>Develop</p> <p> <u>Discussion</u> (Visual/Spatial)</p> <ul style="list-style-type: none"> Ask pupils to look at the pictures in the Pupil's Book. Go through each picture with pupils—talk about what the superfriends are doing. Ask pupils whether they would eat what the superfriends cooked. Ask pupils what they think the judges would say and what results they would probably give the superfriends. <p> <u>Activity</u></p> <ul style="list-style-type: none"> Have pupils pretend they are the judges and fill in the comment sheet in the Pupil's Book. <p>Conclude</p> <p> <u>Lecture</u></p> <ul style="list-style-type: none"> Guide pupils towards the conclusion that the judges probably did not approve of the superfriends' dishes because they were not prepared in a hygienic way. Point out the following to pupils: <ul style="list-style-type: none"> Eileen should have looked away from the wok when she sneezed. She should have sneezed into a piece of tissue rather than into the wok. Bodily fluids (e.g. saliva, mucous, blood, etc.) can spread diseases. Tawan should not have used her bare hands to transfer the chicken pieces into the wok. Her hands may not have been clean. Ajit should not have used his fingers to pick the strand of noodle to taste. He should have used a fork or a pair of chopsticks. 	<p>Page 33</p> <p>Page 34</p>	

Key Idea and Objective

Procedure

Pupil's Book

Teacher's Resource

- Harold and Lam should have been more careful about keeping the flies away from their cake mixture. The faeces and urine of pests can spread diseases.
- Tell pupils that eating food that was not prepared in a hygienic way can lead to food poisoning.
- Tell pupils they have to keep the environment clean in order to help prevent the spread of diseases.

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

- Read aloud the following text. Tell pupils to listen carefully and fill in the blanks in the Pupil's Book. The underlined words do not appear in the Pupil's Book.

The Anopheles Mosquito

This is a photograph of the Anopheles mosquito. It bites only at night. The Anopheles mosquito can cause diseases such as malaria. When a person is ill with malaria, he or she will have the following symptoms:

1. high fever;
2. body aches and pains; and
3. chills.

Like all mosquitoes, the Anopheles mosquito breeds in stagnant water.

 **Lecture**

- Explain the symptoms of malaria to pupils. A high fever is one that is above 38 degrees Celsius. Body aches and pains refer to aches all over the body. Chills refer to feeling cold—a person experiencing chills may shiver.
- Ask pupils if they have experienced any of the symptoms before. Most of them should know what a fever feels like. Tell pupils they usually experience body aches and pains when they have the flu. Sometimes they may experience chills too.
- Tell pupils that a person who has high fever, chills, and body aches and pains may be suffering from a disease called malaria.
- Tell pupils that a person only needs to be bitten once by the Anopheles mosquito to get malaria. Malaria can be fatal if not treated. That is why it is important to know the symptoms of malaria.
- Show pupils a dish of stagnant water to explain what stagnant water is.
- Ask pupils to think of where they can find stagnant water.

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
	<p>Conclude</p> <p> <u>Class Activity</u></p> <ul style="list-style-type: none">• Ask pupils to surf the Internet during the week and look for two photographs: one of the Anopheles mosquito and another of the Aedes mosquito, and print them out for the next lesson.• Tell pupils they will learn more about the Aedes mosquito in the next lesson.		

Key Idea and Objective**Procedure****Pupil's Book****Teacher's Resource****Lesson 5: No More Mosquitoes**Key Ideas:

- Mosquitoes breed in stagnant water and can spread diseases such as:
 - dengue fever; and
 - malaria.
- Some symptoms include:
 - high fever;
 - body aches and pains;
 - rashes (dengue fever); and
 - chills (malaria).

Objective:

At the end of the lesson, pupils will be able to recognise that an unclean environment is a risk to healthy living for everyone.

Start Review

- Without allowing pupils to open the Pupil's Book, ask them to name you the disease that the Anopheles mosquito causes.
- Then, ask pupils to name the three symptoms of malaria.

Develop Activity

- Tell pupils they are going to help Lam with his report on the Aedes mosquito today.
- Read aloud the following text. Tell pupils to listen carefully and fill in the blanks in the Pupil's Book. The underlined words do not appear in the Pupil's Book.

The Aedes Mosquito

This is a photograph of the Aedes mosquito. It mostly bites in the day. The Aedes mosquito can cause diseases such as dengue fever and zika. When a person is ill with dengue fever, he or she will have the following symptoms:

1. high fever;
2. body aches and pains; and
3. rashes.

Like all mosquitoes, the Aedes mosquito breeds in stagnant water.

Lecture

- Tell pupils that the removal of stagnant water is the best way to prevent the breeding of mosquitoes and the spread of mosquito-borne diseases.
- Briefly go through the five measures to prevent mosquito breeding.
- Show how dengue is spread.
- Ask pupils what a high fever is and explain what body aches and pains are (to recap the last lesson).
- Tell pupils that rashes most often appear as red bumps that cause irritation to the skin.

Page 37

Page 38

Page 40

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
	<ul style="list-style-type: none"> • Ask pupils if they have experienced any of the symptoms before. Most of them would have experienced fevers, aches and pains, and rashes at one point in their lives. However, stress to pupils that a person suffering from dengue fever will suffer all three at the same time. • Tell pupils that a person only needs to be bitten once by the Aedes mosquito to get dengue fever. If not treated early, dengue fever can be fatal. Most people who suffer from dengue fever require hospitalisation. That is why it is important to know the symptoms of dengue fever. <p>Develop</p> <p> <u>Team Collaboration</u> (Bodily/Kinesthetic)</p> <ul style="list-style-type: none"> • Organise pupils into groups of four or five. • Have pupils remain in their groups and look around their school compound for possible places where mosquitoes can breed. Ask one pupil in each group to note down where these places are. <p>Conclude</p> <p> <u>Sharing</u></p> <ul style="list-style-type: none"> • Have pupils return to their classroom and share their findings with the class. 		

Suggested Answers

Accept all plausible answers for Lesson 2 (page 32).

How Diseases Are Spread

Lesson 1: A Picnic



Page 30

The answers should contain the following ideas:

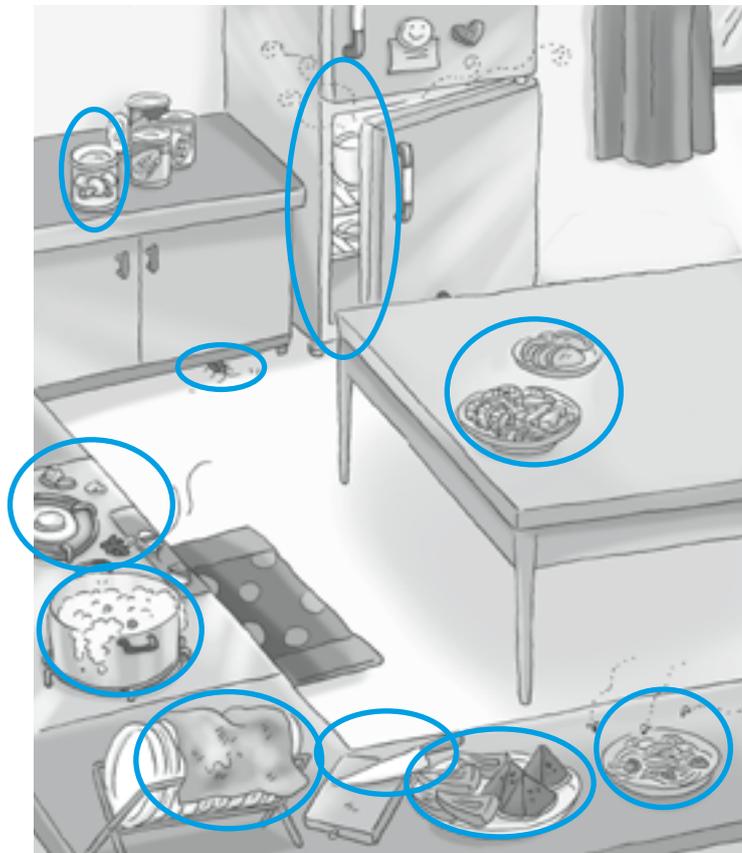
Tawan: Do not eat food that you dropped on the ground. It may be contaminated.

Ajit: Sure. We will watch over the food and wash our hands when you return.

Lesson 2: Trouble In The Kitchen



Page 31



Lesson 3: Kitchen Hygiene



Page 34

The answers should contain the following ideas:

Tawan and Eileen: The food is unhygienic because Tawan placed the chicken into the wok with her bare hands. Eileen also sneezed into the wok.

Ajit and Haris: The food is unhygienic because Ajit used his bare hands to taste the food. He should have used a serving spoon.

Harold and Lam: The food is unhygienic because there were flies around the cake mixture. Harold also used his bare hands to place the cake mixture in the baking tray—he should have worn gloves.

Lessons 4 & 5: No More Mosquitoes!



Pages 36 & 37

The Anopheles Mosquito by Harold

1. night
2. diseases
3. malaria
4. malaria
5. high fever
6. body aches and pains
7. chills
8. stagnant water

The Aedes Mosquito by Lam

1. day
2. diseases
3. dengue fever
4. zika
5. dengue
6. high fever
7. body aches and pains
8. rashes
9. stagnant water

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****Conclude** Discussion

- It is likely that the number of conflicts at home is higher than that in school. Some possible reasons for this are pupils have a higher tolerance for friends than family members and pupils spend more time at home than in school.
- If the results prove otherwise, ask pupils to suggest why the numbers differ, and why there are more conflicts in school.

Key Idea and Objective

Lesson 2: Would You Get Angry?Key Idea:

Conflicts may arise from:

- making judgements;
- differing views;
- negative emotions;
- miscommunication; and
- not understanding the other person and this can lead to disagreements.

Objective:

At the end of the lesson, pupils will be able to understand how conflicts with others may be avoided or resolved.

Procedure

StartSharing (Intrapersonal)

- Ask pupils to think of a conflict they had recently. What was it about?
- You may wish to give pupils an example such as arguing over who gets to watch a particular television programme, or arguing over a toy.

DevelopActivity

- Read aloud the following scenarios for pupils. Pause after each scenario to allow pupils to briefly discuss their answers.

Scenario 1

Tawan (bored): I am bored. May I watch cartoon on TV, Grandma? You're always watching old movies!

Grandma (tired): I am tired and watching my favourite movie helps me relax. Why don't you do something else?

Scenario 2

Tawan (excited): Hey Eileen! The sun's out. Shall we play a game of tennis?

Eileen (lazy): I'm feeling lazy. Why don't you come over? My dad has just bought me a new computer game. Let's try it out.

Scenario 3

Tawan (bored): Why are you always reading, Ajit? Books always put me to sleep. Sports are so much more exciting!

Ajit (puzzled and a bit defensive): You can learn so much from books. How can you fall asleep reading?

Scenario 4

Tawan (pleading): Hey Harold, may I borrow your DVD?

Harold (apologetic): I'm sorry, you can't. The DVD does not belong to me.

Pupil's Book

Teacher's Resource

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Key Idea and Objective**Procedure****Pupil's Book****Teacher's Resource***Scenario 5*

Tawan (irritated): Haris, don't you think Mrs Thida was too kind to John? She scolded me last week when I forgot to do my homework.

Haris (calm): John did not forget to do his homework. He did not do it because he was ill. You forgot to do your homework. It's different.

Scenario 6

Tawan (angry): I can't believe you just returned my library book! Didn't I remind you to do it yesterday?

Lam (apologetic): I am sorry! I thought the book was only due today.

Scenario 7

Tawan (jealous): I can't believe your parents got you a new notebook. Isn't your computer only a year old? Mine is already four years old.

Eileen (incredulous): Well no one can work on something that old!

Scenario 8

Tawan (annoyed): Ajit, why did you tell everybody you wrote my book report for me? I only asked what you thought of the book. I wrote the report myself.

Ajit (indignant): I didn't tell anybody anything about your book report!

Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
	<p> <u>Lecture-Discussion</u></p> <ul style="list-style-type: none"> • Tell pupils conflicts may arise when people make judgements, have differing views, have negative emotions or have a miscommunication or misunderstanding. • Read aloud each scenario from the activity again. Pause after each scenario to ask pupils for their answers. • A conflict may arise in each of the scenarios seen/heard earlier. If pupils feel there will be a conflict, ask them to explain why they think it is so. • Write pupils' responses on the board to help them articulate their explanations. <p><i>Scenario 1</i> A conflict may arise due to differing views. Tawan feels she deserves to watch cartoons more than her grandma needs a break.</p> <p><i>Scenario 2</i> A conflict may arise because Tawan does not understand that Eileen does not enjoy sports as much as she does. Eileen prefers to stay home and play computer games.</p> <p><i>Scenario 3</i> A conflict may arise because both Tawan and Ajit passed unfair judgments on each others' hobbies.</p> <p><i>Scenario 4</i> There should be no reason for a conflict here. However, Tawan may be upset as she only considers her feelings and what she wants.</p> <p><i>Scenario 5</i> A conflict may arise because Tawan feels Mrs Thida treated her unfairly. Haris may be upset with Tawan because she vented her anger and frustration on him.</p>		

Key Idea and Objective**Procedure****Pupil's Book****Teacher's Resource***Scenario 6*

A conflict may arise because of the miscommunication between Tawan and Lam.

Scenario 7

A conflict may arise because Tawan is jealous of Eileen's new laptop. Eileen should have been more sensitive towards Tawan, knowing that she probably could not afford a new computer.

Scenario 8

A conflict may arise because Tawan thought Ajit had been spreading rumours about her needing his help to do her book report.

**Discussion**

- Get pupils to look at the pictures in the Pupil's Book.
- Ask pupils to identify which scenarios are illustrated by the three pictures in the Pupil's Book. They should point out scenarios 7, 3 and 6.

**Conclude****Review**

- Summarise the ways conflicts may arise.

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Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 4: Resolving Conflicts</p> <p><u>Key Idea:</u> Conflicts may be resolved by knowing how to manage them and not avoiding them, such as:</p> <ul style="list-style-type: none"> – being considerate; – speaking in a polite manner; – respecting others; – working with others to solve the problem; and – seeking help to solve a problem. <p><u>Objective:</u> At the end of the lesson, pupils will be able to understand how conflicts with others may be avoided or resolved.</p>	<p>Start</p> <p> <u>Question and Answer</u></p> <ul style="list-style-type: none"> • Ask pupils to think of how they may avoid or resolve a conflict. <p>Develop</p> <p> <u>Activity</u></p> <ul style="list-style-type: none"> • Tell pupils there are several ways one can avoid or resolve a conflict. These ways involve certain things they can say or do. Look at the teaching notes on 'Conflict With Others' for more details. • Tell pupils to look for these things in the maze and circle them. Then ask pupils to draw a line to connect Ajit to the superfriends. • Have pupils complete the activity in the Pupil's Book. <p>Conclude</p> <p> <u>Lecture</u></p> <ul style="list-style-type: none"> • Go through the words which were circled along the path and tell pupils to remember them when they are next caught in a conflict. 	<p>Page 49</p> <p>Page 50</p>	<p><u>Teaching Notes: Conflict With Others (Page 59)</u></p>

Key Idea and Objective

Lesson 5: No More ConflictsKey Idea:

Conflicts may be resolved by knowing how to manage them and not avoiding them, such as:

- being considerate;
- speaking in a polite manner;
- respecting others;
- working with others to solve the problem; and
- seeking help to solve a problem.

Objective:

At the end of the lesson, pupils will be able to understand how conflicts with others may be avoided or resolved.

Procedure

Start Review

- Recap what pupils have learnt in the previous lessons about managing conflicts.

Develop Activity

- Have pupils complete the questions in the Pupil's Book.
- Go through them with pupils when they have completed them.
- Tell pupils there are five ways they can manage conflicts—by being considerate towards others, speaking in a polite manner, respecting others, working with others to solve the problem and seeking help to solve the problem.
- Relate statements 1, 4, 5, 9, 10 and 11 to the five ways. Statements 1 and 5 are examples of speaking politely; statements 4 and 9 are examples of working with others; statement 10 is an example of being considerate; and statement 11 is an example of respecting others.
- This activity will help ensure that pupils know the different ways of managing conflicts.

 Team Collaboration (Visual/Spatial)

- Get pupils into groups of four or five.
- Ask them to look at the pictures and discuss what they see.
- Get pupils to share their responses with the class.
- Write the responses on the board for pupils' reference.
- Have pupils complete the activity by filling in the speech bubbles.

Conclude Review

- Summarise and recap the different ways of managing conflicts.

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Teacher's Resource

Key Idea and Objective

Lesson 7: Same Or Different?Key Idea:

Some characteristics of positive self-esteem would include:

- feeling capable;
- accepting and reflecting feedback on oneself from others;
- able to accept and learn from own mistakes;
- being independent while accepting help when offered; and
- being happy with themselves.

Objective:

At the end of the lesson, pupils will be able to recognise and accept individual differences and similarities for a positive self-esteem.

Procedure

Start Sharing

- Have pupils talk about similarities among people. Examples include being of the same height and gender, having similar hobbies, likes and dislikes, attending the same school and having similar tastes in food.
- Get pupils to talk about differences among people. Examples include different gender, likes and dislikes, hobbies, races and religions.

Develop Discussion (Interpersonal)

- Have pupils talk about the similarities and differences between themselves and their partners.

 Lecture-Discussion

- Ask pupils to describe what is shown in each picture.
- Point out how Eileen and Lam cope with their feelings of inadequacy and isolation.
- Tell pupils that when they love themselves, nothing or no one can make them feel bad about themselves.
- Let them know that the following are some things that they can do to feel good about themselves:
 - think about (appreciating) what they already have
 - think of things they can do on their own (feeling worthwhile)
 - think happy thoughts
 - accept what others say about them and learn from their mistakes
- Remind pupils of the activity done in the previous lesson—how the character felt inadequate, isolated and sad and what could have been done to help him feel better.

Conclude Review

- Reiterate that in order to feel good about themselves, pupils have to first love themselves.

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Teacher's Resource

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Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 8: I Am Special</p> <p><u>Key Idea:</u> Some characteristics of positive self-esteem would include:</p> <ul style="list-style-type: none"> – feeling capable; – accepting and reflecting feedback on oneself from others; – able to accept and learn from own mistakes; – being independent while accepting help when offered; and – being happy with themselves. <p><u>Objective:</u> At the end of the lesson, pupils will be able to recognise and accept individual differences and similarities for a positive self-esteem.</p>	<p>Start</p> <p> <u>Lecture</u></p> <ul style="list-style-type: none"> • Talk about how everyone is special in his or her own way. Some people may be good at certain things (e.g. sports) and not so good at other things. Whatever the case, everyone should feel proud about something which they have done or can do better than others. <p>Develop</p> <p> <u>Discussion</u></p> <ul style="list-style-type: none"> • Get pupils to talk about what Tawan, Harold and Ajit say. • Ask them what they feel makes them special. <p> <u>Sharing</u> (Intrapersonal)</p> <ul style="list-style-type: none"> • Tell pupils to think of how they are special. • Get pupils to write a few short statements about why and how they are special. <p>Conclude</p> <p> <u>Lecture</u></p> <ul style="list-style-type: none"> • Emphasise to pupils how special they are—especially to their family. • Tell pupils to remember what they have written the next time they feel inferior. <p>Extension Activity</p> <p> <u>Class Activity</u></p> <ul style="list-style-type: none"> • Look up the meaning of your pupils' names and tell them about it. <p>OR</p> <p> <u>Class Activity</u></p> <ul style="list-style-type: none"> • Have pupils do some research or ask their parents about what their names mean. 	<p>Page 57</p> <p>Page 58</p>	

Key Idea and Objective

Lesson 9: The Good, Bad And UglyKey Ideas:

- Some characteristics of positive self-esteem would include:
 - feeling capable;
 - accepting and reflecting feedback on oneself from others;
 - able to accept and learn from own mistakes;
 - being independent while accepting help when offered;
 - being happy with themselves.
- Strategies to achieve a positive self-esteem:
 - fostering good relationships with peers, family and adults in school and the community;
 - making a list of strengths and read it regularly;
 - finding a good listener to listen to help review your strengths and weaknesses;
 - appreciating what one already has;
 - harnessing one's strengths and improving upon one's weaknesses.

Objective:

At the end of the lesson, pupils will be able to recognise and accept individual differences and similarities for a positive self-esteem.

Procedure

Start Lecture

- Recap what was covered in the previous lesson—in order for pupils to feel good about themselves, they would have to first love themselves.
- Tell pupils the following are characteristics of people who love themselves. They are:
 - confident, independent and feel capable (feeling worthwhile);
 - happy with themselves; and/or
 - able to take bad things people say about them (criticism) well.

Develop Team Collaboration (Visual/Spatial, Interpersonal)

- Get pupils into groups of four or five.
- Have them talk about what is happening in the pictures. Discuss which superfriend is affecting others negatively.
 - Picture 1: Tawan is impatient with Eileen during a basketball game and is making her feel anxious.
 - Picture 2: Lam and Haris are taking too much food, leaving almost none for Harold.
 - Picture 3: Ajit is being inconsiderate by taking up a whole table for his friends.
- Get pupils to talk about what they can do to have better relationships with people.
 - helping others can help build and maintain strong relationships
 - caring for others encourages others to care for them
 - giving in to others can encourage or help to maintain good relationships
 - tolerance and respect for others' differences can also facilitate the development of good relationships

Pupil's Book

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Teacher's Resource

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

	<p>Conclude</p> <p> <u>Activity</u> (Interpersonal)</p> <ul style="list-style-type: none">• Get pupils to pair up with a partner to work on the activity in the Pupil's Book.• Tell pupils to exchange Pupil's Books and write down one strength and weakness their partner has. They are to also suggest ways to overcome that weakness.• Tell pupils to think about what their partners have written in their Pupil's Books.	Page 60	
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Key Idea and Objective

Procedure

Pupil's Book

Teacher's Resource

Lesson 10: My Special ShieldKey Ideas:

- Some characteristics of positive self-esteem would include:
 - feeling capable;
 - accepting and reflecting feedback on oneself from others;
 - able to accept and learn from own mistakes;
 - being independent while accepting help when offered;
 - being happy with themselves.
- Strategies to achieve a positive self-esteem:
 - fostering good relationships with peers, family and adults in school and the community;
 - making a list of strengths and read it regularly;
 - finding a good listener to listen to help review your strengths and weaknesses;
 - appreciating what one already has
 - harnessing one's strengths and improving upon one's weaknesses.

Objective:

At the end of the lesson, pupils will be able to recognise and accept individual differences and similarities for a positive self-esteem.

Start Review

- Recap the activity done in the previous lesson.

Develop Sharing

- Ask pupils what their friends felt were their weaknesses.
- Ask them to share some of the ways that were suggested to overcome their weaknesses.

 Activity (Intrapersonal)

- Get pupils to complete sentences about themselves.
- Get pupils to cut out the Special Shield and keep it with them at all times.
- Remind them to look at their Special Shield whenever they do not feel good about themselves.

 **Conclude**Lecture

- Tell pupils that they should love themselves and feel good about themselves.
- Inform pupils that in the event they feel bad about themselves for an extended period of time, they should talk to a teacher or counsellor.

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Key Idea and Objective	Procedure	Pupil's Book	Teacher's Resource
	<ul style="list-style-type: none">– the kind of toys, games or entertainment that was available– how to make paper aeroplanes, boats (origami)– what schools were like at the time (e.g. blackboard vs. whiteboards, etc.)• This activity helps pupils show interest in older people. Talking about the past is a good way to connect with older family members and foster good relationships.		

Teaching Notes:

Conflict With Others

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

Topic: Conflict With Others

Resolving Conflicts

Most people, including pupils, have disagreements or conflicts with others from time to time. For pupils, conflicts usually involve friends or classmates in school and occur in the school field. When pupils are in conflicts, whether well they resolve them depends on how adults have intervened in the past, and what pupils have been taught about solving problems and resolving conflicts.

If possible, try not to intervene in all conflicts. Instead, let pupils work things out on their own. They need to do this in order to develop skills for resolving conflicts and solving problems.

However, do intervene when:

- there is threat of pain or injury;
- there are repeated arguments over the same issue;
- there is an imbalance of power; and/or
- pupils are extremely emotional and are not in control of themselves.

Below are some guidelines for consideration when teaching pupils how to resolve conflicts.

- Stay calm. When emotions are high and strong, it is difficult to think of reasonable solutions.
- Encourage pupils to allow each other to give their side of the story without interruption.
- Help them name the problem and try to see each other's point of view, including yours as the teacher.
- Brainstorm possible solutions with pupils and then decide which solutions would work for the situation.
- Try out the solution and adjust as if needed.

Remember, allow pupils to practise conflict resolution on their own in a safe environment. Render help only when necessary.

Bullying And Teasing

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

It is important to note that in most cases the bullies were feeling angry and depressed while the victims were too afraid to speak up. In addition, teachers were largely unaware that bullying was rife.

Research suggests that bullies are likely to resort to criminal behaviour between the ages of 17 and 27, while victims may resort to drastic actions like harming themselves or plotting revenge. Both situations have to be addressed before the situation exacerbates.

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 the 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, MA. Blackwell Publishing, Inc.

Teaching Notes:

Self-esteem

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

Topic: Self-esteem

Self-esteem

Research tells us that a positive self-image or self-esteem is more important to academic success than having a high IQ. Without self-esteem, a child is vulnerable. A key role for educators is to foster good self-esteem in all pupils.

According to Coppersmith, self-esteem in children has the following components: significance—acceptance, attention and affection of others; competence—mastery of the environment, power—ability to control oneself, earning the respect of others and virtue—worthiness to significant others.

The following are strategies for fostering self-esteem in pupils:

- Significance: seize opportunities to make pupils feel that they belong through actions and deeds. Foster trust in pupils.
- Competence: provide ample opportunities for pupils to practice their craft or skills so as to foster confidence in them. Allow pupils to lead, take turns to lead and to be led.
- Power: provide opportunities for pupils to exercise self-restraint. For example, waiting for their turn to speak and helping others, etc.
- Virtue: let pupils know when they have done well and that they are valued.

When translated into daily actions, these can include the following:

- Treat each pupil as a unique and special person and not compare him/her with others.
- Focus on the good rather than the bad.
- Discourage unhealthy competition.
- Support pupils' interests if they are worthwhile.
- Manage your expectations of pupils—they should be achievable and realistic.
- Allow as many opportunities as possible for mistakes—pupils learn from their mistakes.

- Help pupils develop the courage to be imperfect.
- Encourage rather than discourage.
- Teach problem-solving skills so pupils can continue to persevere in their efforts to attain their goals.
- Recognise effort rather than the completed tasks.
- Encourage self-appreciation and positive self-talk.
- Accept pupils' unpleasant feelings and teach them how to deal with them.
- Take their feelings and emotions seriously.
- Give feedback that differentiates between behaviour and the person.
- Allow pupils freedom of choice—this will help them to develop ownership and responsibility. Real choices that are age-appropriate also allows pupils to experiment, make mistakes and learn in non-damaging situations.
- Allocate responsibilities to pupils and expect cooperation.
- Set limits and let pupils work within them.
- Keep a good sense of humour—allow pupils to see the humorous side of things, and let them laugh with you.

Keep in mind that ample practice at daily efforts to foster positive self-esteem in pupils increases the likelihood that they develop a healthy positive self-image.

Emotional And Behavioural Difficulties

Emotional or behavioural difficulties can prevent pupils from enjoying school. Many of them lack a positive self-image and tend to experience more failures than successes, both socially and educationally. In extreme cases and where help is not provided, these pupils may develop excessively nervous, withdrawn, aggressive or disruptive behaviours. It is important to find out the reasons behind the pupils' difficulties so as to help them modify their behaviours.

You may wish to consider taking the following steps when dealing with pupils with emotional or behavioural difficulties.

- Talk to them. Listen and be attentive because taking an interest in what they say helps them build a warm and trusting relationship with you.
- Encourage them to talk about their feelings. This will help you understand the reasons behind their undesirable behaviours. Help these pupils understand how their undesirable behaviour affects others.
- Help them build up a positive self-image. Provide opportunities for these pupils to gain the approval of others and to experience a sense of achievement.
- Leave these pupils alone in a safe environment when they display undesirable behaviours.
- Avoid confronting these pupils until after they have cooled down. This will prevent further misunderstandings which may aggravate the problem.
- Draw up a list of things you want them to change. Begin with one or two things at a time.

- Focus on the positive rather than the negative. For instance, praise them for being honest instead of punishing them for telling lies.
- Show them how their behaviours may harm themselves and others. Help them develop appropriate communication skills to help improve their relationships with others.

Bibliography

Johnson B.W., Redfield D.L., Miller R.L. and Simpson R.E. (1983)
The Coppersmith Self-esteem Inventory: A Construct Validation
Study. Educational and Psychological Measurement Vol.43

Suggested Answers

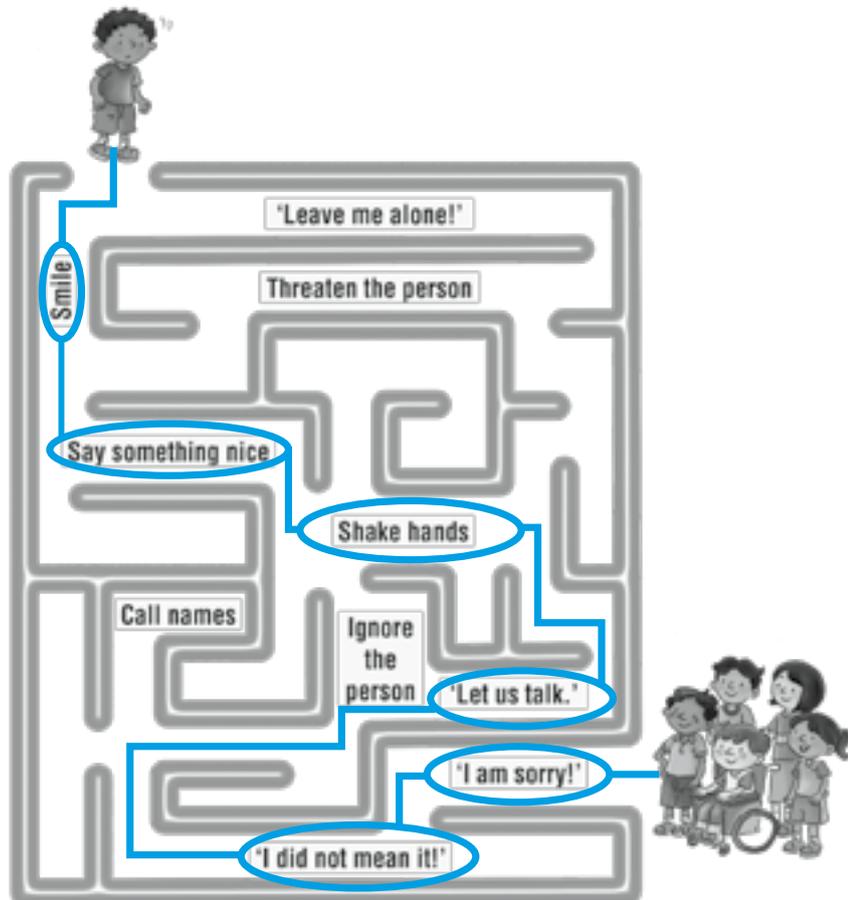
Accept all plausible answers for Lessons 1 (page 43 & 44), 2 (page 45), 3 (page 47 & 48), 5 (page 52), 6 (page 54), 8 (page 58), 9 (page 60), 10 (page 61) and 11 (page 64).

Conflict With Others

Lesson 4: Resolving Conflicts



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Words that are circled:

1. Smile.
2. Say something nice.
3. Shake hands.
4. 'Let us talk.'
5. 'I did not mean it!'
6. 'I am sorry!'

Lesson 5: No More Conflicts



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Pupils should put a tick in the boxes for the following statements:

1, 4, 5, 9, 10 and 11.

Self-esteem



Lesson 9: The Good, Bad And Ugly

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