

Perfect Match

Health Education

Dr Michael Chia

Grade

5

Teacher's Guide

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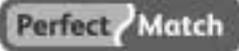
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The following table lists the relevant pages for each lesson.

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	Physical Changes	1: Watch Me Grow	2			27
		2: Metamorphosis	4			27
		3: Metamorphosis	6			27
	Puberty	4: Get The Energy To Grow Well	9			28
		5: Food For Strong Bones	11			28
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11: Gum Disease		26			29	
Environment and Your Health	Simple First Aid	1: First Aid – Minor Cuts	32			53
		2: First Aid – Nosebleeds	36			53
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	Preventing The Spread Of Transmissible Diseases	4: Understanding Diseases	40	51		53
		5: Don't Let Them Spread	42			54
	Air Pollution	6: Keep Our Air Clean	44			55
Emotional and Psychological Health	Stress Management	1: Have You Felt This Way?	58			80
		2: Why Am I Stressed?	60			80
		3: Your Body Reacts To Stress	61			80
		4: Stress Busters	63			81
	Entering Puberty	5: My Feelings	65			81
		6: Dealing With Your Moods	67		75	81
		7: Choose To Be Positive	68			81
	Protection From Abuse	8: Stay Safe In The Cyber World	69		76	81
	Managing Peer Influence	9: Be A Positive Influence On Others	72		78	82
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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 education. 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 pupils' 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

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

Suggested Lesson Plans		Preventing The Spread Of Transmissible Diseases (Lessons 4 to 5)	
Objective and Key Idea	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 4: Understanding Diseases</p> <p>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, and play a part in the prevention of the spread of diseases by practising socially responsible behaviour.</p> <p>Key Ideas:</p> <ul style="list-style-type: none"> • Transmissible diseases include different types of influenza (flu), tuberculosis, hand-foot-and-mouth disease, dengue, malaria, cholera and dysentery. • These diseases can be transmitted through: <ul style="list-style-type: none"> – the air; – direct or indirect contact; – mosquitoes; or – contaminated food and water. 	<p>Start</p> <p>Brainstorm</p> <ul style="list-style-type: none"> • Ask pupils if any of them had a cold or the flu recently. • Ask pupils to brainstorm possible ways in which the cold or flu could have spread to them (e.g. was a family member or close friend also suffering from a cold or the flu?). • Write their responses on the board. <p>Develop</p> <p>Lecture-Discussion</p> <ul style="list-style-type: none"> • Ask pupils to try and explain what a transmissible disease is—a disease that can spread (through direct contact with a sick person, or through contact with air, water or an object that has been contaminated with a sick person's germs). In other words, it is an infectious disease. • Explain to pupils that transmissible diseases are caused by germs (or micro-organisms—tiny living things that can only be seen with a microscope) such as bacteria and viruses. A person who has a transmissible disease carries in his/her body the germs that cause the disease. • Ask pupils to give some examples of transmissible diseases. Pupils' likely responses include: cold, flu, chicken pox, hand-foot-and-mouth disease, etc. • Refer pupils to the Pupil's Book to give them more examples of transmissible diseases, their symptoms and how they are transmitted. <p>Team Collaboration (Visual/Spatial, Interpersonal)</p> <ul style="list-style-type: none"> • Make one copy of the Image Master 'How Diseases Spread'. Prepare more copies if there are more than three pupils in a group. • Cut out the six scenarios. • Divide the class into six groups, and allocate one scenario to each group. • Ask the groups to study their given scenarios, and deduce how the superfriend in the scenario fell ill. • Have pupils refer to the information on transmissible diseases in the Pupil's Book for clues to help them. • Select a few groups to role play their scenario to the class. 	<p>Page 37</p>	<p>Image Master: How Diseases Spread (Pages 51 & 52)</p>

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

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

The relevant page number(s) in the Pupil's Book is/are given here.

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

Teaching Notes: Protection From Abuse

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

Online Safety

Sexual abuse over the Internet has increased steadily over the last few years. Pornographic websites are prolific, and have become easily accessible. Online chat and game rooms have become breeding grounds for sexual predators and pedophiles who seek to prey on impressionable and unsuspecting children and adolescents. Educators and parents thus need to take a proactive step to equip children with skills to stay safe on the Internet.

What is a pedophile? By definition, pedophiles are men who are sexually attracted to children who have not yet reached puberty. Generally, the term 'pedophile' used today refers to sexual predators and child pornographers. Pedophiles are known to 'groom' their victims. This means they use methods of winning the friendship and trust of their victims. For some pedophiles and sexual predators, cybersex is their goal. For others, cybersex is used only as part of the 'grooming' process.

The Parent's Advisory Group for the Internet's (PAGI) 2003 study found that out of the surveyed 827 adolescents who chat online, 169 reported having met someone in real life that they first encountered online. Of the 169 adolescents, 15 of them had the experience of meeting someone who introduced himself as a child on the Internet but who turned out to be an adult. It is not an uncommon strategy for sexual predators to pose as children in chat rooms in order to 'groom' their victims.

Help pupils to practise online safety by advising them to:

- be careful about who they trust online—online friends are really strangers and may not be who they say they are;
- be discerning and not to believe everything they read;
- never give out personal details, even if they feel they can trust their online friend;

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

Image Master

Lesson 3

Ouch! What Shall I Do?

Note to teachers:

- Make a copy of this Image Master.
- Cut out the eight pictures and distribute one picture to each group.



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

Suggested Answers

Stress Management

Lesson 1: Have You Felt This Way?

Page 46

1. Harold - ☉
2. Eileen - ☉
3. Lam - ☉
4. Tawan - ☉

Accept all plausible explanations.

Lesson 2: Why Am I Stressed?

Page 48

1. Harold - setting goals for yourself
2. Eileen - striving to do better in school
3. Lam - thinking about others' expectations of you
4. Tawan - taking part in a competition

Lesson 3: Your Body Reacts To Stress

Page 49

1. light-or-flight
2. danger
3. alarmed
4. breathing rate

Page 50

Plausible answers for other effects of stress include:

- insomnia
- nightmares
- loss of appetite
- tiredness



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 5 level. A brief description and aim of each teaching method are also included.

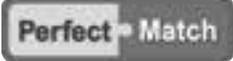
No.	Teaching method	Description	Aim
1.	Brainstorm	Describe a situation or problem to pupils. Encourage pupils to suggest solutions and note them on the board. Do not allow others to comment on, criticise or evaluate their suggestions. Brainstorming may be conducted as a class or in groups of four or 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 topic.
9.	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.

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 or 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. The 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.	Intrapersonal	Individual work which requires 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 pupils.

The topics covered in this dimension allow pupils to apply concepts and recognise principles that are important to physical health. Pupils will learn more about the changes that occur with physical growth and the onset of puberty, the importance of balanced nutrition during puberty, proper oral care, and the laws that protect them from substances that damage the health.

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

Suggested Lesson Plans

Physical Changes (Lessons 1 to 3)

Objective and Key Idea	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 1: Watch Me Grow</p> <p><u>Objective:</u> At the end of the lesson, pupils will be able to recognise the different stages of growth and development of their bodies.</p> <p><u>Key Idea:</u> Puberty is a stage of development where there is a rapid increase in height and weight.</p>	<p>Start</p> <p> <u>Sharing</u> (Intrapersonal)</p> <ul style="list-style-type: none"> • Ask pupils to get into pairs and study the two photographs of the superfriends in the Pupil's Book—one taken when they were ten years old and the other just recently. • Ask pupils to list any differences that they observe in the superfriends. For example, Eileen, Ajit and Tawan have all grown taller and put on weight. Tawan looks a little more feminine. Lam, Haris and Harold have not grown much taller, but they look more mature. • Get pupils to share with their partners about whether they can identify with the changes some of the superfriends have gone through. Encourage pupils to mention any other changes they may have personally experienced. <p>Develop</p> <p> <u>Discussion</u></p> <ul style="list-style-type: none"> • Ask pupils to discuss why some of the superfriends have grown while the others have not. • Invite pupils to share their thoughts with the class. • You may wish to ensure that the following points are covered: <ul style="list-style-type: none"> – Some of the superfriends are going through a 'growth spurt' because they are entering puberty. – During a growth spurt, the body will put on weight because the muscles and bones are developing. – Puberty is a process whereby the body changes from a child's to a young adult's. – Girls tend to mature earlier than boys, and often grow taller than boys at first. However, most boys will catch up with girls later. – Puberty is a process that can take place anytime between the ages of 9 to 14 years old for girls, and 10 to 17 years old for boys, depending on the individual's body. • Point out to pupils that everyone grows at different times and rates, but eventually, all will end up as adults. 	Page 3	

- Reassure pupils that even if they do not appear to be growing and changing yet, they need not worry because puberty happens to everyone, so eventually their time will come.



Activity

- Get pupils into groups.
- Set up two height-and-weight scales for pupils to take their height and weight. If such a scale is not available, you can set up two measuring tapes and two bathroom weighing scales.
- Distribute to each pupil a record of their height and weight taken when they were in Grade 4. If such a record is not available, ask pupils to try and recall what their height and weight were a year ago.
- In their groups, get pupils to help each other take their height and weight. Have them record the measurements of themselves and their group members in the table provided in the Pupil's Book. They should also record the height and weight of their group members in Grade 4.
- After pupils have completed the table, ask them to calculate which of their group members:
 - i) grew the most in height; and
 - ii) gained the most weight over the past year.
- Take note that weight can be a sensitive issue for some, so remind pupils not to tease each other about their weight.

Conclude



Review

- Tell pupils that puberty is a completely natural process that everyone experiences, so there is nothing to be scared or worried about.
- Remind pupils that even though everyone goes through puberty, they will not necessarily go through it at the same time as their classmates and friends.
- Emphasise to pupils the importance of accepting others who may be different from them—that is, others who may be maturing at a faster or slower rate than them. Remind them not to tease others who are different.
- Tell pupils that in the next two lessons, they will learn more about what to expect during puberty.

Objective and Key Idea

Procedure

Pupil's Book

Teacher's Resource

Lesson 2: MetamorphosisObjective:

At the end of the lesson, pupils will be able to recognise the different stages of growth and development of their bodies.

Key Idea:

Puberty is a stage of development where there is hair growth in the armpits and around the sexual organs, development of breasts, onset of menstruation (in girls), and a change in voice (in boys).

StartReview

- Revise what pupils have learnt about puberty. The main points are:
 - Pupils will experience a growth spurt, where they will increase in height and weight rapidly.
 - Puberty happens to everyone at different times, depending on the individual's body.
- Tell pupils that in this and the next lesson, they will learn about other changes that the body goes through, some of which only happen in boys or in girls.

DevelopActivity

- Direct pupils' attention to the Pupil's Book. Tell them that Eileen, Ajit and Tawan are discovering some new changes in their bodies.
- Ask pupils to get into pairs and fill in the blanks to name the changes that Eileen, Tawan and Ajit are experiencing. (The underlined words do not appear in the Pupil's Book.)
 1. Eileen has a pimple on her chin.
 2. Tawan has hair growing at her armpits.
 3. Ajit has body odour.
- Go over the answers with the class.

Brainstorm (Verbal/Linguistic)

- Bring the following items to class:
 - Facial wash or facial foam
 - Pimple cream
 - Soap
 - Deodorant
 - A shaver or a pair of tweezers
- Get pupils to form groups and distribute the items so that each group has at least one.
- Instruct each group to study the item they have been given and think about what it is used for, as well as why it needs to be used.
- After giving pupils time to discuss, invite each group to share with the class about their item and its use.

Page 5

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

- Points you should ensure are covered so pupils can understand better include:
 - Facial wash and pimple cream can be used to keep the skin clean and to combat pimples.
 - Pimples form because pores (little holes in the skin) begin producing more oil and sweat during puberty. The excess oil and sweat clog up the pores to form pimples that can be red and painful.
 - A more severe case of pimples is called 'acne', where many pimples appear on the face, neck, shoulders, back and chest. Pupils may need to see a dermatologist, or skin doctor, to treat acne.
 - Bathing often with soap and using deodorant will help reduce body odour.
 - Stronger body odour occurs because pupils sweat more during puberty. Sweat begins to smell when it comes into contact with bacteria on the skin. Since more sweat is produced during puberty, body odour will also become more obvious.
 - Hair grows under the arms during puberty. Tweezers or shavers can be used to remove the hair if pupils, especially the girls, feel embarrassed by it.

Conclude**Activity**

- Get pupils to write in their notebooks changes they have observed or experienced in themselves. They do not need to share this with anyone.
- Tell pupils that in the next two lessons, they will learn more about physical changes in their bodies.

Objective and Key Idea	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 3: Metamorphosis</p> <p><u>Objective:</u> At the end of the lesson, pupils will be able to recognise the different stages of growth and development of their bodies.</p> <p><u>Key Idea:</u> Puberty is a stage of development where there is hair growth in the armpits and around the sexual organs, development of breasts, onset of menstruation (in girls), and a change in voice (in boys).</p>	<p>Start</p> <p> <u>Review</u></p> <ul style="list-style-type: none"> • Ask pupils to recount the changes experienced during puberty that they have learnt of so far. Namely, these are: an increase in height and weight, pimples and acne, body odour and the growth of underarm hair. • Tell pupils that there are some other changes they will go through. However, these changes are gender-specific. This means they will only happen in either boys or girls, but not in both. <p>Develop</p> <p> <u>Activity</u> (Verbal/Linguistic)</p> <ul style="list-style-type: none"> • Get pupils into groups and direct their attention to the Pupil's Book. • Assign half the groups to study the picture of Eileen, and the remaining half to study the picture of Ajit. • Explain to pupils that this activity will help them to identify the changes that boys and girls go through. • Tell pupils that they are to fill in each box with a suitable description of the physical change that the box is pointing to. • After each group has filled in their information on either Eileen or Ajit, invite pupils to share their answers with the class so that those who studied Ajit can learn about Eileen, and vice versa. • You may wish to ensure that the following points are covered: <p><i>For Eileen (representing the changes that girls experience):</i></p> <p>Physical Changes</p> <ul style="list-style-type: none"> – The breasts will start to develop. As they grow, girls will need to wear bras to support their breasts. – (Mention this point only if you have girls in your class.) It is quite common for one breast to be slightly bigger than the other at first. This is not a cause for concern as it is completely normal. Breasts do not have to grow at exactly the same time. – Hair will grow under the arms and in the pubic region between the legs, where the genitals are. Hair may also grow on the legs. However, girls are not likely to grow facial hair. – As girls grow older, they may decide to shave their underarm and leg hair to look neat and tidy. 	<p>Pages 6 – 9</p> <p>Pages 6 & 7</p>	

- Menstruation will begin 18 months to two years after the breasts begin to develop. During menstruation, blood is discharged through the vagina. This may sound frightening at first, but there is nothing to worry about. The start of menstruation signals that a girl's body is healthy and is now able to reproduce.
- Girls will need to use sanitary pads to absorb the menstrual flow during their periods. This will prevent the blood from staining their clothes. Pads can be easily obtained from any supermarket or pharmacy.
- The hips and thighs will become broader and put on weight. Girls need not worry about getting fat because they will usually shed most of the weight once they get older.
- Girls should not diet during puberty because they will be depriving their body of the nutrients that it needs to sustain it through this period of rapid growth. Instead, cultivating a habit of healthy eating and regular exercise is the best way for them to take care of their growing body.

Emotional Changes

- During puberty, girls may start experiencing strong feelings and intense emotions at different times.
- They also start becoming more sensitive and self-conscious.

Changes in Attitudes and Values

- Girls start searching for their identity.
- They feel the need for independence.
- They start to question what is 'right' and 'wrong'.
- They seek new experiences and believe that they should take some risk.

For Ajit (representing the changes that boys will experience):

Physical Changes

- Like girls, hair will grow under the arms, in the pubic region and on the legs. Unlike girls, hair will also grow on the chest and the face.
- Older boys who have facial hair may decide to shave the hair off. Like girls, this is done for the sake of grooming, that is, to appear neat and tidy.
- The voice deepens and becomes more 'manly'. In some boys, the change is gradual, but in others it can be abrupt and very noticeable as the voice 'breaks'. When this happens, the voice may suddenly become a squeak while a boy is talking. The condition is temporary and a boy will find that he has a deeper voice at the end of it. The Adam's apple, which is the voice box, will also become noticeably larger. As it grows larger, the voice gets lower.

Pages 7 & 8

Objective and Key Idea

Procedure

Pupil's Book

Teacher's Resource

- Voice 'breaking' can be embarrassing for boys, but it is a natural process that many boys go through. Encourage pupils not to tease friends whose voices are 'breaking', but instead see it as a normal part of growing up.
- The shoulders, arms and chest will become more muscular.
- Boys may also experience a slight swelling in their chests. However, this swelling will eventually disappear.
- The penis and testicles, which are a boy's sex organs, will develop and become bigger.
- As the male sex organs develop, boys may experience nocturnal emissions (commonly known as 'wet dreams'). These emissions happen because the body needs to get rid of excess semen (the milky liquid that contains sperms). Nocturnal emissions begin when boys enter puberty because their bodies are producing a lot more semen in preparation for adulthood. Nocturnal emissions will eventually stop once puberty is over.

Emotional Changes

- Like the girls, boys may be overwhelmed by the physical changes they are experiencing.
- They may also start to feel less confident and more self-conscious.

Changes in Attitudes and Values

- Boys start to think about their identity.
- They feel the need for independence.
- They start to question what is 'right' and 'wrong'.

Sharing (Intrapersonal)

- Remind pupils that while puberty may seem like a scary time, everyone (their parents, grandparents, teachers, etc.) goes through it to become an adult. If they have any questions or worries about puberty, they should not be afraid to speak to a trusted adult such as a parent, teacher or school counsellor.
- Give pupils some time to voice their thoughts on puberty and share their individual experiences.
- You may also want to share with pupils your own experience going through puberty.

ConcludeActivity

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

Objective and Key Idea

Procedure

Pupil's Book

Teacher's Resource

Lesson 4: Get The Energy To Grow Well

Objective:

At the end of the lesson, pupils will be able to understand that good eating habits are necessary to develop and maintain healthy growth.

Key Idea:

During puberty, healthy eating is necessary for body growth and development.

Start



Review

- Ask pupils why they should avoid dieting at their age—dieting deprives the body of the nutrients it needs to sustain it through this period of rapid growth during puberty.
- Tell pupils that it is especially important for them to have a balanced diet during puberty because their bodies are growing rapidly and so need a lot of energy to grow, as well as carry out regular bodily functions.
- Ask pupils to recall what they have learnt about healthy eating over the last few years. The main points are:
 - My Healthy Plate is a guide for healthy eating.
 - Pupils should choose to eat more food that is high in fibre and low in fat, oil, salt and sugar.
 - Each food group has a recommended amount of daily servings and pupils should follow these recommendations as part of healthy eating.
 - Having variety in the food that pupils choose is very important. This means that they should not eat the same thing every day, and should eat a variety from the different food groups.

Develop

Role Play (Verbal/Linguistic)



- Select pupils to read aloud the dialogue between Ajit and Haris.

Sharing (Interpersonal)



- Ask pupils if any of them are like Ajit and often skip breakfast. If so, what are their reasons for doing so?
- Ask pupils who eat breakfast to share if they feel that eating breakfast makes a difference to how they feel during the day—do they feel more energised with breakfast, or tired and irritable without it?
- Note that if some pupils still feel tired even though they eat breakfast, it may be due to a lack of sleep.

Page 11

Objective and Key Idea

Procedure

Pupil's Book

Teacher's Resource

Lecture-Discussion

- Ask pupils to tell you why breakfast is called 'breakfast'. (They learnt this in Grade 3.) Breakfast is the meal that breaks the body's 'fast' during the night. A fast is a period of time in which a person eats little or no food. This is why most people wake up feeling hungry.
- Get pupils to try to explain why the body becomes hungry. An acceptable response is that the body becomes hungry when its energy supply runs low. When this happens, the brain sends a signal to the rest of the body, telling it that it is time to eat to replenish the energy.
- Encourage pupils to avoid skipping breakfast because breakfast jumpstarts their bodies for the day ahead. Also, eating breakfast will prevent pupils from snacking or overeating afterwards because they will not feel so hungry before lunchtime. Pupils should also avoid skipping lunch and dinner because these meals keep the body's energy level up throughout the day.

Brainstorm

- Get pupils to form groups.
- Ask pupils to think up examples of food they can eat for breakfast and to name the food groups on My Healthy Plate.
- Guide pupils to consider food items from all the food groups that are high in carbohydrates and proteins. Carbohydrates and proteins provide the body with energy.
- Encourage pupils to also think of foods that they can carry with them to eat on the way or before class if they are late for school.

ConcludeActivity

- Get pupils to remain in their groups to complete the activity in the Pupil's Book.
- Tell pupils to write down three healthy breakfast ideas in the spaces provided.
- Encourage pupils to try their best to eat the three breakfasts they have planned in the coming week. They should be prepared to share their experiences in the following lesson.

Lesson 5: Food For Strong Bones

Objective:

At the end of the lesson, pupils will be able to understand that good eating habits are necessary to develop and maintain healthy growth.

Key Ideas:

- During puberty, healthy eating is necessary for body growth and development.
- Sufficient calcium is important for strong bones and teeth.

Start



Sharing (Interpersonal)

- Get pupils into pairs to share their experiences of following the three breakfasts they had planned in the past week.
- Ask pupils to tell their partners what their three breakfasts consisted of, what food groups they ate from, and how they felt after eating them. Did they notice any significant change in their energy level during those days?



Review

- Ask pupils to tell you why it is so important for them to have regular, balanced meals every day. The reason is that their bodies need the energy from the food they eat to grow and carry out their daily activities.
- Revise with pupils that during puberty, they will experience a growth spurt in which their height and weight will increase rapidly.

Develop



Brainstorm (Verbal/Linguistic)

- Get pupils into groups to discuss the following questions:
 - Why do people grow taller? Which part of the body is actually growing?
- Note that growing taller actually means that the bones are getting longer and bigger. This means that the body is growing a lot of new bone tissue.



Lecture-Discussion

- Inform pupils that a significant part of bone tissue consists of calcium, so it is important for them to ensure that they have a sufficient intake of calcium during puberty. The body also needs vitamin D to help it absorb calcium. Calcium that is absorbed is mainly stored in the bones and teeth.
- Get pupils to name foods that build the bones—calcium-rich foods and foods high in vitamin D. Examples of calcium-rich foods are dairy products, green leafy vegetables, bean curd (tofu) and yoghurt. Vitamin D can be manufactured naturally by the skin in sunlight, but it can also be found in fish, liver and egg yolk.
- Guide pupils to relate what they learnt in Grade 4 about osteoporosis with the need to eat calcium-rich foods—building bones with calcium will give bones a higher density. This will help prevent osteoporosis when pupils are older.

Lesson 6: Pumping IronObjective:

At the end of the lesson, pupils will be able to understand that good eating habits are necessary to develop and maintain healthy growth.

Key Ideas:

- During puberty, healthy eating is necessary for body growth and development.
- Girls need to ensure that they take adequate amounts of iron-rich foods.

StartReview

- Recap with pupils the importance of getting enough calcium in their diet. You could bring to class some calcium-rich foods for pupils to identify.
- Tell pupils that calcium is a mineral, and that in this lesson, they are going to learn about another mineral essential for health—iron.

DevelopClass Activity (Verbal/Linguistic)

- In this activity, pupils will be introduced to the importance of iron through playing the game 'Broken Telephone'.
- Divide the class into four groups.
- Instruct each group to line up in a straight row. Pupils at the head of each row will be the first ones to receive a message from you.
- Prepare the following four messages by writing each message on a separate piece of paper:
 1. The body needs iron to form haemoglobin. Haemoglobin (say: hee-muh-glo-bin) is the part of the blood that transports oxygen around the body.
 2. The body needs oxygen to convert the food we eat into energy so that we have strength to run, jump and play.
 3. If someone suffers from an iron deficiency, he will feel very weak and tired. This condition is also known as anaemia (say: uh-nee-mia).
 4. Girls need more iron than boys because they need to replace the iron lost during menstruation.
- Call the pupils at the head of each row to come to you. Pass each of them one of the written messages.
- Give the pupils 30 seconds to memorise the message. Instruct them not to read aloud the message while they are memorising it, and not to show the other pupils what the message is.
- Once 30 seconds are up, the pupils are to return to their respective groups and begin passing the message by whispering it into the next pupil's ear. That pupil will then pass the message to the next pupil, so on and so forth.
- Note that the message can only be passed to one group member at a time, and care must be taken not to allow other members to hear the message before it is their turn to receive it.
- Inform each group that they only have three minutes to pass the message to the last member of the group.

Objective and Key Idea	Procedure	Pupil's Book	Teacher's Resource
	<ul style="list-style-type: none"> • Once the message has reached the last pupil in the row, or after three minutes are up (whichever is sooner), he/she is to rush up to the board and write down the message. • The first group to write out their complete message wins the game. • You can expect a lot of confusion and jumbled messages. Once all groups have attempted to write out their messages on the board, go over the messages with the class. • If there are any garbled messages, get the class to try and guess what the correct message is. • Arrange the messages in the correct order. • Discuss the points with pupils and clarify any terms they may be unsure of, such as haemoglobin or iron deficiency (a lack of iron in the body). <p> <u>Lecture-Discussion</u></p> <ul style="list-style-type: none"> • Ask pupils to name any foods they can think of which have high iron content. Acceptable responses include animal sources such as red meat, fish and poultry. Plant sources high in iron include dark green leafy vegetables, beans and dried fruits. Write these answers on the board, grouping them according to animal or plant sources. • Get pupils to say which food groups the iron-rich foods listed on the board come from—the Meat and others, and Fruit and Vegetable groups. • Inform pupils that out of all the foods listed on the board, the best source of iron is meat because iron from meat is better absorbed by the body. • Ask pupils where vegetarians can get their iron from. • Explain that it is possible to increase the iron absorbed from plant sources by eating them together with foods rich in vitamin C such as oranges and guava. This is because vitamin C helps the body to better absorb iron. <p> <u>Activity</u></p> <ul style="list-style-type: none"> • Get pupils to do the activity in the Pupil's Book. They are to complete each sentence with a suitable answer and fill the answers into the crossword on the next page. • This activity will help them to consolidate the information they learn in this lesson. 	Pages 15 & 16	

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

- Remind pupils that too much of a good thing can be unhealthy for the body. If pupils consume too much iron over a long period of time, they can end up damaging their livers. There is therefore no need to take iron supplements.
- Inform pupils that if any of them suspect they may be suffering from iron deficiency anaemia, they should visit a doctor for advice. Some signs and symptoms of iron deficiency anaemia are:
 - extreme fatigue;
 - pale skin;
 - weakness;
 - shortness of breath;
 - dizziness;
 - brittle nails; and
 - poor appetite.

Suggested Lesson Plans

Healthy Diet (Lessons 7 to 8)

Objective and Key Idea	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 7: I Need Nutrients</p> <p><u>Objective:</u> At the end of the lesson, pupils will be able to identify the different types of food for growth and health.</p> <p><u>Key Ideas:</u></p> <ul style="list-style-type: none"> • The food groups on My Healthy Plate contain specific nutrients. • These nutrients contribute to different functions in the body. 	<p>Start</p> <p> <u>Lecture</u></p> <ul style="list-style-type: none"> • Tell pupils that they will be learning about food groups and their main nutrients in this and the next lesson. • Tell pupils that nutrients are substances in food that contribute to health, such as carbohydrates, fats, proteins, vitamins and minerals. <p>Develop</p> <p> <u>Class Activity</u> (Logical/Mathematical)</p> <ul style="list-style-type: none"> • Divide the class into groups of four or five. • Bring pupils to the school library or computer lab so that they can conduct research on the following food groups: <ul style="list-style-type: none"> – Whole grains – Fruit – Vegetables – Meat and others • If you are directing pupils to conduct research on the Internet, you could refer them to the Health Promotion Board's website (www.hpb.gov.sg) to search for information. Pupils should base their research on My Healthy Plate recommended by the HPB because it is specifically adapted for the local diet. • Assign each group a food group to research on. • Ask each group to conduct research on their assigned food group by using the following questions: <ol style="list-style-type: none"> 1. What are the main nutrients found in this food group? 2. How do these nutrients help the body? 3. What are some examples of foods that are rich in these nutrients? • Inform pupils to prepare a short write-up about their assigned food group. • Instruct pupils to use the spaces in the Pupil's Book to write out the information they find. They should only fill in the information for the food group that they are researching on. 	<p>Pages 17 – 20</p>	

Objective and Key Idea	Procedure	Pupil's Book	Teacher's Resource
	<ul style="list-style-type: none"> Inform pupils that each group is to present their findings to the class in the following lesson in a short three minute presentation. You may wish to encourage pupils to use presentation tools such as PowerPoint slides. <p>Conclude</p> <p> <u>Lecture</u></p> <ul style="list-style-type: none"> Remind pupils to be ready to present their findings to the class in the following lesson. 		

Objective and Key Idea	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 8: I Need Nutrients</p> <p><u>Objective:</u> At the end of the lesson, pupils will be able to identify the different types of food for growth and health.</p> <p><u>Key Ideas:</u></p> <ul style="list-style-type: none"> • The food groups on My Healthy Plate contain specific nutrients. • These nutrients contribute to different functions in the body. 	<p>Start</p> <p> <u>Lecture</u></p> <ul style="list-style-type: none"> • Ask pupils to get into their research groups and prepare for their group presentations. <p>Develop</p> <p> <u>Activity</u> (Verbal/Linguistic)</p> <ul style="list-style-type: none"> • While each group is presenting, the rest of the class is to fill in the answers in the Pupil's Book for the corresponding food group. • You may use the following points to consolidate the group presentations: <p><i>Whole grains</i></p> <ul style="list-style-type: none"> – Main nutrient in this group is carbohydrates. – Carbohydrates are the body's main source of energy. – Carbohydrates can be found in grains, such as bread, biscuits, pasta, noodles and rice. <p><i>Meat and others</i></p> <ul style="list-style-type: none"> – Main nutrients in this group are proteins and fats. – Proteins are needed to keep the immune system strong. The immune system is the body's shield against illnesses and infections. – Proteins are also needed to build strong muscles. – Proteins can be found in beef, poultry, fish, eggs, dairy products, nuts, seeds, and beans. – Fats are another source of energy for the body. – Fats provide the body with certain vitamins. – Fats are found in nuts, oils, butter and meat. However, skin and visible fat should be removed from meat as too much fat in the diet can lead to high blood cholesterol. <p><i>Fruit and Vegetables</i></p> <ul style="list-style-type: none"> – Main nutrients in this group are vitamins and minerals. – Vitamins and minerals protect the body by helping it to fight against diseases. They are also necessary for the body to carry out its daily functions. 	<p>Pages 17 – 20</p>	

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

- Make a list of five to ten of your favourite food items. Group them under Whole grains, Fruit and vegetables, and Meat and others.
- Look back at this lesson to see which nutrients are found in your favourite food items.

Suggested Lesson Plans

Substances Harmful To Health (Lesson 9)

Objective and Key Idea	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 9: Laws That Protect</p> <p><u>Objective:</u> At the end of the lesson, pupils will be able to understand how to establish daily habits for caring for their bodies in order to maintain or improve health and prevent illnesses.</p> <p><u>Key Idea:</u> Laws and regulations related to pollution, smoking, substance use and abuse help to safeguard the health of the community and maintain a clean environment.</p>	<p>Start</p> <p> <u>Sharing</u> (Intrapersonal)</p> <ul style="list-style-type: none"> • Ask pupils to share how they feel about rules. Do they like them or hate them? Ask pupils to give their reasons. <p> <u>Review</u></p> <ul style="list-style-type: none"> • Recap with pupils what they learnt about harmful substances in Primary 4. The main points are that these substances are addictive and can cause serious damage to their health. Examples of these substances are cigarettes, alcohol and inhalants. • Ask pupils if they know of any laws regarding these harmful substances and if they do, to explain what they are. • Get pupils to think about why there are laws written regarding these harmful substances. Point out that these substances are dangerous because they are very addictive, and can cause severe damage to health and even death. <p>Develop</p> <p> <u>Lecture-Discussion</u></p> <ul style="list-style-type: none"> • Ask pupils to turn to the Pupil's Book. • Discuss the laws concerning smoking, alcohol consumption and inhalant abuse with pupils. • Singapore as a case study: <p><i>Smoking</i></p> <ul style="list-style-type: none"> – People under the age of 21 are not allowed to buy or smoke cigarettes. – Smoking is not allowed in public places like bus stops and shopping centres. – Ask pupils why smoking has been disallowed in so many places—this has been done to protect the health of the non-smoking public from all the poisonous chemicals in second-hand smoke. This also makes it more difficult for smokers to light up and pressures them to smoke less. – Get pupils to look at the picture of Ajit and Haris at the hawker centre. 	<p>Page 21</p>	

- Ask pupils what they think Ajit and Haris should do. Accept all plausible answers, such as they should politely ask the man to stop smoking or inform the management.

Drinking alcohol

- People under the age of 18 are not allowed to buy or consume alcoholic drinks.
- Ask pupils why children under the age of 18 need to be protected from alcohol. An acceptable answer is that alcohol damages the health—it can cause liver damage and failure. It also causes people to be confused and to react slowly, hence making it more likely for them to meet with serious accidents.

Glue-sniffing (inhalant abuse)

- Glue-sniffing is illegal regardless of one's age.
- Youths caught abusing inhalants will be sentenced to six months of treatment and rehabilitation for their addiction or fined \$2000 or both.
- Explain to pupils that a rehabilitation facility is a place that helps addicts break free of their addiction to become healthy again.
- Ask pupils why they think inhalant abuse is illegal even for adults. Possible answers are that inhalants can be even more lethal than cigarettes or alcohol as they can kill a person the first time they are inhaled.
- Get pupils to look at the picture of the police officer arresting the boy who was caught sniffing glue.
- Ask pupils if they feel that the law is fair to arrest someone so young. What do pupils think will happen to the boy after he is arrested? Get pupils to explain their answers.

Activity

- Ask pupils to form pairs and answer the questions in the Pupil's Book.
- Get the pupils to discuss the questions with each other.
- Explain to pupils that while there are laws to protect them, they also need to learn to take steps to exercise their rights to stay addiction-free.
- Ask pupils to complete the activity on pages 23-24 and think of ways they can react in situations where people are abusing harmful substances.
- Guide pupils by telling them that a good way to deal with these situations is to remember the acronym 'PRIM'.

Page 22

Page 23 & 24

Objective and Key Idea	Procedure	Pupil's Book	Teacher's Resource
	<ul style="list-style-type: none"> Tell pupils what 'PRIM' stands for: P—<u>Persuade</u> the person to stop using the substance. R—<u>Refuse</u> the harmful substance they are offering you. I—<u>Inform</u> a trusted adult or the authorities about what has happened. M—<u>Move</u> away from the harmful situation. <p>Conclude</p> <p> <u>Review</u></p> <ul style="list-style-type: none"> Remind pupils that no one can make them do anything that they do not want to do. The important thing is for them to make the right choice and stick to it, regardless of what others may say or do to them. Explain to pupils that true friends respect each other's decisions and beliefs. If their friends pressure them to abuse harmful substances against their will, pupils need to seriously consider if these people are truly their friends. Remind pupils that they should always seek help from a trusted adult such as a parent, teacher, school counsellor or police officer when handling people who offer them harmful substances. 		

Objective and Key Idea

Procedure

Pupil's Book

Teacher's Resource

Lesson 10: Gum Disease

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 gums are well maintained and healthy.

Key Ideas:

- Gums support the teeth and require care to remain healthy.
- Gums can become infected and lead to gum disease when not properly cleaned.
- Regular and proper toothbrushing and dental flossing, together with regular dental visits, can prevent gum disease.

Start



Question and Answer

- Ask pupils to explain what happens if they do not brush their teeth properly or regularly.
- Recap with pupils that if they do not clean their teeth properly, dental plaque will form on the teeth. This is a sticky substance containing a lot of bacteria. In the presence of sugars, the bacteria in dental plaque can cause tooth decay.
- Caution pupils that plaque can also infect the gums if it is not cleaned away properly.

Develop



Role Play (Verbal/Linguistic)

- Select a few pupils to read aloud the dialogue between Lam and Haris, and Lam and the dentist.



Lecture

- Inform pupils that many people have some form of mild gum disease, or gingivitis, but do not realise it. Another name for gum disease is periodontal disease.



Discussion

- Get pupils into groups.
- Ask pupils to refer to page 25 and discuss what the signs of gingivitis are—gums that are red and swollen and which bleed easily, even on gentle brushing.
- Ask pupils to think of what causes the gums to react in this manner—they become infected by the bacteria in plaque.



Lecture-Discussion

- Inform pupils that it is important to go for regular dental check-ups because the dentist will be able to recognise any problems such as gingivitis or tooth decay early. The dentist will also help them remove tartar from their teeth.

Page 25

Objective and Key Idea	Procedure	Pupil's Book	Teacher's Resource
	<ul style="list-style-type: none"> • Tell pupils that tartar, also known as calculus, forms when plaque is allowed to remain on the teeth. It cannot be removed by regular brushing. • Ask pupils to run their tongues along their teeth. If they feel that the surface is rough, it may mean that they have a build-up of tartar. • Caution pupils that gingivitis can develop into periodontitis. • Explain that periodontitis is a serious form of gum disease, where the structures that hold teeth in place, such as the bones, are affected. This causes the teeth to become loose and eventually need to be extracted. • Ask pupils how they can avoid gum disease. Responses should include examples of good oral hygiene habits such as brushing their teeth at least twice a day, flossing once a day and seeing the dentist regularly. <p> Activity</p> <ul style="list-style-type: none"> • Get pupils to complete the activity in the Pupil's Book, using the points from the discussion to help them. <p>Conclude</p> <p> Demonstration (Bodily/Kinesthetic)</p> <ul style="list-style-type: none"> • Bring a set of model teeth, a soft-bristled toothbrush and some dental floss to class. • Demonstrate to pupils the correct way of brushing and flossing teeth. (If model teeth are not available, you can use your hand as an alternative representation of teeth. Wear a glove and hold the hand up with palm facing outwards, as if you were telling someone to 'stop'. Keep your fingers tightly together to represent the teeth.) • Then, get pupils to pair up and demonstrate to each other the correct way to brush and floss their teeth. They are to help one another make sure they are taking the correct steps. • Tell pupils that it is best to use a toothbrush with soft bristles so that they do not injure their gums. 	Page 26	

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

- Inform pupils that they will be creating a poster on gum disease in the following lesson. During the week, they are to read up more extensively on gum disease by using the Internet or any other resources they have. They can also bring along any relevant pictures they find to use in the poster.
- Pupils should research using the following points:
 - what gum disease is;
 - what causes it;
 - how you know if you have it;
 - what you can do if you have it; and
 - tips on how to care for the gums and teeth.
- Remind pupils to bring construction paper, glue, scissors, marker pens and any other materials that they will need to create their poster.

Objective and Key Idea

Procedure

Pupil's Book

Teacher's Resource

Lesson 11: Gum DiseaseObjective:

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

Key Ideas:

- Gums support the teeth and require care to remain healthy.
- Gums can become infected and lead to gum disease when not properly cleaned.
- Regular and proper toothbrushing and dental flossing, together with regular dental visits, can prevent gum disease.

StartReview

- Revise with pupils the main points of gum disease covered in the previous lesson.
- The main points are:
 - Gum disease is caused by a build-up of dental plaque.
 - Many people may have a mild form of gum disease known as gingivitis, but do not realise it.
 - Signs of gingivitis are red and swollen gums that bleed easily, such as even when the teeth are being brushed gently. The gum infection may also cause bad breath.
 - If nothing is done to remove dental plaque and tartar, a more serious form of gum disease, known as periodontitis, may develop.
 - Periodontitis attacks the bones that hold the teeth in place and causes the gums to recede, resulting in the eventual loss of teeth.
 - Gum disease is avoidable if pupils practise good oral hygiene habits.

DevelopLecture

- Tell pupils that gum disease often begins in the teenage years, but can go unnoticed for years if they do not visit the dentist regularly.
- Remind pupils that prevention is much better than cure, so practising good oral hygiene habits, as well as eating a balanced diet, are important to help keep their gums and teeth healthy enough to last them their whole lives.

ConcludeCrossover-Art (Visual/Spatial)

- Tell pupils that they are to each create a poster to inform their friends and family about gum disease. The following points should be included:
 - what gum disease is;
 - what causes it;
 - how you know if you have it;
 - what you can do if you have it; and
 - tips on how to care for the gums and teeth.
- Tell pupils that they can use construction paper or any other material they like to create their poster. They can also make use of the pictures they have found or those provided in the Pupil's Book to illustrate their poster.

Suggested Answers

Physical Changes

Lesson 1: Watch Me Grow



Page 3 & 4

Accept all plausible answers.

Lessons 2 & 3: Metamorphosis



Page 5

1. pimple
2. hair, armpits
3. body odour



Page 6

1. Physical changes

Chest: Breasts will develop.

Hair: Hair will grow under the arms and in the pubic area.

Private parts: Menstruation will begin.

Hips and thighs: Hips and thighs will broaden and grow bigger.



Page 7

2. Emotional changes

Girls may start experiencing strong emotions. They may also become more sensitive and self-conscious.

3. Changes in attitude and values

There is a search for independence, identity and new experiences. They also begin to question what is right and wrong.



Page 8

1. Physical changes

Hair: Hair will grow on the face, chest, arms, underarms and the pubic region.

Voice: The voice will deepen.

Private parts: The penis and testicles will develop and become bigger.

Muscles: The shoulders, arms and chest will become more muscular.



Page 9

2. Emotional changes

Like girls, boys may start experiencing strong emotions. They may also become more sensitive and self-conscious.

3. Changes in attitude and values

There is a search for independence, identity and new experiences. They also begin to question what is right or wrong.

Healthy Diet

Lessons 7 & 8: I Need Nutrients



Pages 17 – 20

Whole grains

1. Examples of main nutrients include dietary fibre, B vitamins such as thiamin, riboflavin, folic acid and niacin. They also contain minerals such as iron, magnesium and selenium.
2. These nutrients help in maintaining healthy bowel function, keeping up the immune system, and building bones and teeth.

Fruit

1. Examples of main nutrients include dietary fibre, potassium, vitamin C and folic acid.
2. These nutrients help in tissue repair, maintaining blood pressure, and keeping gums and teeth healthy.

Vegetables

1. Examples of main nutrients include dietary fibre, potassium, vitamin A, vitamin C and folic acid.
2. These nutrients help keep cholesterol down, maintain healthy blood pressure, keep eyes and skin healthy, and help heal cuts and wounds.

Meat and others

1. Examples of main nutrients include B vitamins, vitamin E, iron, zinc and magnesium.
2. These nutrients help promote healthy growth and metabolism, tissue repair, and healthy eyes, teeth and bones.

For the rest of the questions, accept all plausible answers.

Substances Harmful To Health

Lesson 9: Laws That Protect



Page 22 – 24

Accept all plausible answers.

Gum Disease

Lessons 10 & 11: Gum Disease



Page 26

1. oral hygiene
2. tartar
3. gums, periodontal
4. gingivitis, bad breath
5. periodontitis, bones
6. brushing, flossing, dentist, six

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 simple first aid, preventing the spread of transmissible diseases, and reducing air pollution. 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. Therefore, it is important to equip pupils with the knowledge, skills and attitudes that promote the ownership of good environmental health practices.

Suggested Lesson Plans

Simple First Aid (Lessons 1 to 3)

Objective and Key Idea	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 1: First Aid – Minor Cuts</p> <p><u>Objective:</u> At the end of the lesson, pupils will be able to recognise dangerous situations and react to them in ways to reduce any harmful effects.</p> <p><u>Key Idea:</u> There are proper procedures for treating minor cuts and wounds.</p>	<p>Start</p> <p> <u>Survey</u></p> <ul style="list-style-type: none"> • Ask pupils if they have ever performed first aid on themselves. Ask those who have to share with the class what happened and what actions they took to help themselves. • Inform pupils that they are going to learn the proper procedures for treating minor cuts, wounds, burns and nosebleeds in this and the next two lessons. <p>Develop</p> <p> <u>Lecture-Discussion</u></p> <ul style="list-style-type: none"> • Tell pupils that first aid is the help or treatment given to a person who is injured in an accident or who is in serious physical discomfort. • Explain to pupils that knowing simple first aid is important as it will enable them to treat common minor injuries (e.g. cuts, scrapes, nosebleeds, burns from scalds) that happen to them or others around them. • Refer pupils to the Pupil's Book, and discuss with them the important points to take note of before, during and after applying first aid to themselves or others. • Ask pupils to suggest why the following points are important: <ol style="list-style-type: none"> 1. <i>Stay calm.</i> When an accident happens, pupils may be alarmed by the sight of blood or the casualty's reaction. However, staying calm will help pupils to think clearly and logically, and to take the necessary steps to help the casualty. It will also help the casualty to remain calm. Some calming techniques include taking deep breaths on slow counts and counting to ten. 2. <i>Assess the situation before taking action.</i> Before taking any action, pupils should consider the severity of the situation—do they have the necessary skills needed to give treatment first or should they call for help immediately? Will they endanger their own lives by helping? Ask the pupils what the emergency number in their country is. Tell them what it is if they do not know. 	<p>Page 31</p>	

3. *Always use gloves if there is blood.*

Clean gloves serve as protection against infection for both the first aider and the casualty. Hands that are not cleaned thoroughly contain germs that can infect open wounds. Gloves will also protect against exposure to possible infection from the blood of other people. Infectious diseases such as hepatitis and AIDS can be transmitted through body fluids such as blood.

4. *Get an adult to look at the injury as soon as possible.*

Even after performing first aid, it is advisable to have an adult look at the wound or injured areas to ensure the safety of the casualty.



Activity (Verbal/Linguistic)

- Give pupils time to work out the Pupil's Book activity, then go through the answers with them.



Role Play (Bodily/Kinesthetic)

- Get pupils to form pairs.
- This activity allows pupils to role-play the treatment of a minor cut, and aims to help them learn the treatment procedure well.
- Prepare the following materials:
 - red lipstick or body paint
 - antiseptic cream
 - three 1.5 litre bottles of tap water (for rinsing of 'wounds')
 - three pails (to prevent the water from spilling onto the floor when rinsing)
 - latex surgical gloves
 - sterile gauze pieces
 - adhesive plasters
- The number of latex surgical gloves, sterile gauze pieces and adhesive plasters you need depends on the number of pairs your class forms.
- Put the antiseptic cream on a table in front of the class.
- Place the pails and water bottles at three different locations in the class (one pail and one bottle per location). These will form the three 'treatment stations'.
- Ask each pair to decide who will play the role of the injured person and who the first aider.

Page 32

Objective and Key Idea

Procedure

Pupil's Book

Teacher's Resource

- Distribute the following to each pair:
 - one pair of latex surgical gloves
 - three to four pieces of sterile gauze
 - two adhesive plasters
- Ask all the 'injured' pupils to queue up to receive a 'cut'. Draw the 'cut' (about 2 cm) using lipstick or body paint.
- Have pupils pretend it is a bleeding wound and that it hurts.
- Assign each pair to one of the three treatment stations around the class to treat the 'cut'.
- Before pupils begin treatment, ask the first aiders to tell you the first step they should take—they should tell you that they should wash their hands thoroughly and put on gloves as there is bleeding.
- Instruct the first aiders to carry out the rest of the steps—washing the wound, patting it dry, applying pressure to stop bleeding, applying antiseptic cream and then covering the wound with a plaster or piece of sterile gauze.
- Walk around the class to supervise each treatment station.
- After some time, have pupils swap roles with their partners and repeat the role play.

ConcludeLecture-Discussion

- Ask pupils when they should seek immediate medical attention for cuts and scrapes.
- Pupils' responses should include the following:
 - if bleeding does not stop after ten minutes;
 - if there is a foreign object embedded in the wound;
 - if there is swelling or numbness at the wound area;
 - if the wound looks deep and requires stitching; and
 - if the wound is caused by a dirty or rusty object.

Extension ActivityRole Play (Verbal/Linguistic)

- Get pupils to suggest some appropriate things they can say to reassure and calm a casualty.

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

- Examples of what they can say are:
 - You will be fine after I help you to stop the bleeding.
 - I know it hurts. I'm here to help you.
 - Help me by staying calm, so I can treat your wound and stop the bleeding sooner.
- Get pupils into pairs to practise what they can say to reassure a casualty.
- Remind pupils to refrain from saying things that will further agitate or frighten the casualty, such as:
 - How could you be so clumsy as to injure yourself?
 - Oh no, this looks very bad!

Objective and Key Idea	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 2: First Aid – Nosebleeds</p> <p><u>Objective:</u> At the end of the lesson, pupils will be able to recognise dangerous situations and react to them in ways to reduce any harmful effects.</p> <p><u>Key Idea:</u> There are proper procedures for treating nosebleeds.</p>	<p>Start</p> <p> <u>Survey</u></p> <ul style="list-style-type: none"> • Ask pupils if any of them have experienced nosebleeds before. Ask those who have to share what they did to stop the bleeding. • Tell pupils that nosebleeds are common occurrences in children their age. Although they may seem scary, pupils need not feel alarmed or afraid. Nosebleeds often stop on their own and can be easily treated at home or in school. <p>Develop</p> <p> <u>Activity (Logical/Mathematical)</u></p> <ul style="list-style-type: none"> • Get pupils into pairs. • Refer pupils to the Pupil's Book. They are to help Haris follow the correct steps in treating a nosebleed by arranging the pictures in the correct order. • Discuss the answers with pupils. • Ask pupils the following questions during the discussion: <ol style="list-style-type: none"> 1. <i>Why should you tilt your head forwards?</i> To allow the blood to drain from the nostrils, instead of running down the throat. 2. <i>Why should you not speak, cough, sniff or rub your nose after applying pressure on your nose?</i> So that you do not disturb the blood clots that have already formed in the nose. 3. <i>What should you do if the nosebleed does not stop after you have applied the treatment?</i> Apply the treatment a second time. 	<p>Page 33</p>	

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

	<p> <u>Activity</u></p> <ul style="list-style-type: none">• Tell pupils that Haris went to see his doctor to find out more about nosebleeds. The doctor advised Haris that there are some circumstances where he should see a doctor for nosebleeds.• To find out what the doctor said to Haris, ask pupils to work in pairs to fill in the blanks in the Pupil's Book. <p>Conclude</p> <p> <u>Question and Answer</u></p> <ul style="list-style-type: none">• Invite some pairs to share their answers with the class.• Remind pupils that although nosebleeds are common, they should seek medical attention if they experience any of the above three conditions.	Page 34	
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Objective and Key Idea

Lesson 3: First Aid – BurnsObjective:

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

Key Idea:

There are proper procedures for treating minor burns.

Procedure

StartSharing

- Ask pupils if any of them have ever suffered burns or been scalded before. Ask those who have if they would like to share what happened, and what was done to treat the burn.

DevelopActivity (Visual/Spatial)

- Get pupils into pairs to decide which of the actions in the Pupil's Book are appropriate for treating a minor burn.
- Give pupils time to complete the activity.
- Discuss the answers with the class.
- Consolidate the information by pointing out to pupils that they have just learnt three simple steps to treat minor burns:
 1. Cool the burn immediately by holding the affected area in a basin of cool water for at least ten minutes, or until the pain subsides. This will reduce heat and swelling. (Do not apply ice to the affected area, as it may cause more damage, making it harder for the skin to heal.)
 2. Remove any items such as rings, watches or belts that could rub against or restrict blood flow to the affected area. This will lessen the chances of causing irritation to the affected area.
 3. Cover the burnt area with a bandage. Bandaging protects blistered skin and reduces pain, but make sure the bandage is not wrapped too tightly.

Team Collaboration (Bodily/Kinesthetic, Interpersonal)

- Make one copy of the Image Master 'Ouch! What Shall I Do?'.
- Cut out the eight pictures.
- Divide the class into eight groups and assign one picture to each group.
- Ask the groups to study their given picture and discuss how they will treat the minor burn.
- The eight scenarios are:
 1. Haris's hand is scalded by hot porridge.
 2. Harold gets a burn on his hand when he accidentally touches the inside of a hot toaster oven.
 3. Eileen gets a burn on her finger while lighting candles for a birthday cake.
 4. Ajit's chin is scalded by hot oil while helping his mother cook curry puffs.

Pupil's Book

Pages 35 & 36

Teacher's Resource

Image Master: Ouch!
What Shall I Do? (Pages
47 & 48)

5. Lam gets a burn on his leg when his sister's sparkler sweeps too close to him.
 6. Eileen is scalded when she accidentally turns on the hot water while washing her hands.
 7. Haris gets a burn on his hand while ironing.
 8. Tawan is scalded by hot tea when she accidentally trips while holding the cup.
- Select two or three groups to role play the treatment of the minor burn.

Conclude



Lecture-Discussion

- Ask pupils what they have learnt from the role playing exercise.
- Remind pupils that despite there being a variety of situations where minor burns can occur, the three steps they have learnt still apply.
- Encourage pupils to remember what they have learnt about first aid so far—tell them that knowing simple first aid can go a long way in helping them to treat any minor injuries that they, or those around them, may have.
- Point out to pupils that learning to take care of themselves is an important part of growing up and learning to be independent.

Extension Activity



Team Collaboration (Verbal/Linguistic)

- Make copies of the worksheet 'First Aid Quiz'. (The number of copies should correspond with the number of groups in the class.)
- The aim of this activity is to help pupils revise what they have learnt from Lessons 1 to 3.
- Organise pupils into groups and distribute one worksheet to each group.
- Get the groups to complete the crossword puzzle as quickly as possible. (You may want to award the fastest group with a small prize.)

Image Master: First Aid Quiz (Pages 49 & 50)

Suggested Lesson Plans

Preventing The Spread Of Transmissible Diseases (Lessons 4 to 5)

Objective and Key Idea	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 4: Understanding Diseases</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, and play a part in the prevention of the spread of diseases by practising socially responsible behaviour.</p> <p><u>Key Ideas:</u></p> <ul style="list-style-type: none"> • Transmissible diseases include different types of influenza (flu), tuberculosis, hand-foot-and-mouth disease, dengue, malaria, cholera and dysentery. • These diseases can be transmitted through: <ul style="list-style-type: none"> – the air; – direct or indirect contact; – mosquitoes; or – contaminated food and water. 	<p>Start</p> <p> <u>Brainstorm</u></p> <ul style="list-style-type: none"> • Ask pupils if any of them had a cold or the flu recently. • Ask pupils to brainstorm possible ways in which the cold or flu could have spread to them (e.g. was a family member or close friend also suffering from a cold or the flu?). • Write their responses on the board. <p>Develop</p> <p> <u>Lecture-Discussion</u></p> <ul style="list-style-type: none"> • Ask pupils to try and explain what a transmissible disease is—a disease that can spread (through direct contact with a sick person, or through contact with air, water or an object that has been contaminated with a sick person's germs). In other words, it is an infectious disease. • Explain to pupils that transmissible diseases are caused by germs (or micro-organisms—tiny living things that can only be seen with a microscope) such as bacteria and viruses. A person who has a transmissible disease carries in his/her body the germs that cause the disease. • Ask pupils to give some examples of transmissible diseases. Pupils' likely responses include: cold, flu, chicken pox, hand-foot-and-mouth disease, etc. • Refer pupils to the Pupil's Book to give them more examples of transmissible diseases, their symptoms and how they are transmitted. <p> <u>Team Collaboration</u> (Visual/Spatial, Interpersonal)</p> <ul style="list-style-type: none"> • Make one copy of the Image Master 'How Diseases Spread'. Prepare more copies if there are more than three pupils in a group. • Cut out the six scenarios. • Divide the class into six groups, and allocate one scenario to each group. • Ask the groups to study their given scenarios, and deduce how the superfriend in the scenario fell ill. • Have pupils refer to the information on transmissible diseases in the Pupil's Book for clues to help them. • Select a few groups to role play their scenario to the class. 	<p>Page 37</p>	<p><u>Image Master:</u> How Diseases Spread (Pages 51 & 52)</p>

- At the end of each scenario, discuss with the class how the disease was transmitted.



Lecture-Discussion

- Ask pupils to review the scenarios and to summarise the three main ways that transmissible diseases can spread:
 - *Through the air*
Diseases can spread when an infected person coughs or sneezes, releasing droplets containing germs into the air. When an uninfected person inhales these germs that are present in the air, he/she may get infected. Diseases such as the common cold and tuberculosis are spread this way.
 - *Through direct or indirect contact with an infected person*
Germs that cause diseases can spread when an infected person touches, kisses, coughs or sneezes on someone who is not infected. Germs can also spread through the transfer of body fluids such as saliva, nasal discharge and blister fluids from an infected person. It is also common for germs to spread through contact with objects and surfaces that have been touched by an infected person (e.g. door knobs, tables, utensils, dirty tissue, etc.)
 - *Through contaminated food and water*
Diseases can spread when people consume contaminated food and water. For example, eating seafood such as shellfish that is caught in water contaminated with the cholera bacteria can lead to cholera. Dysentery can spread when the faeces of infected people are transferred to food as a result of unhygienic practices.
 - *Through mosquitoes*
Mosquitoes which are infected can also transmit diseases. When a mosquito picks up a parasite when biting an infected person, it can further pass on the parasite when it bites a second person.

Conclude



Review

- Remind pupils that transmissible diseases can be prevented through good personal, social and environmental hygiene practices.
- Ask pupils to complete the Pupil's Book activity.

Objective and Key Idea

Lesson 5: Don't Let Them SpreadObjective:

At the end of the lesson, pupils will be able to recognise that an unclean environment is a risk to healthy living for everyone, and play a part in the prevention of the spread of diseases by practising socially responsible behaviour.

Key Idea:

There are ways to prevent the spread of transmissible diseases such as:

- having good health habits;
- being immunised; and
- being socially responsible.

Procedure

Pupil's Book

Teacher's Resource

StartReview

- Recap with pupils the content of the previous lesson—what transmissible diseases are and how they can spread.

DevelopDiscussion (Interpersonal)

- Ask pupils to think of the three main ways by which the spread of transmissible diseases can be prevented.
- Invite a few pairs to share their ideas with the class.
- Guide and prompt pupils to identify the following three ideas:
 1. *Practise good health habits.*
Eating a balanced diet with the right foods, getting adequate sleep and exercising regularly are essential to strengthening the immune system. This in turn keeps the body strong and healthy. A strong body is more able to fight off germs and recover more quickly from illnesses. When one is ill, consulting a doctor to receive appropriate treatment is also part of practising good health habits.
 2. *Be socially responsible.*
To be socially responsible is to practise responsible behaviour to ensure that one's infectious disease is not passed on to others. This includes staying at home when one falls ill to prevent germs from spreading. Other ways include covering the nose and mouth when sneezing or coughing, not sharing food when ill and disposing of all used tissue properly.
 3. *Get immunised.*
Immunisation is another way to build up the body's defense system to protect the body from certain diseases. It enables the body to fight off disease-causing germs that enter the body. This is usually done through vaccinations.

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

	<p> <u>Activity</u> (Verbal/Linguistic)</p> <ul style="list-style-type: none">• Get pupils to list the three points and elaborate on them in the Pupil's Book. <p>Conclude</p> <p> <u>Review</u></p> <ul style="list-style-type: none">• Remind pupils to practise the three points to help them stay healthy and prevent the spread of infectious diseases.• Point out to pupils that the three points are healthy habits to practise even when they are well.• Encourage pupils to share what they have learnt today with their family members.	Page 40	
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Suggested Lesson Plans

Air Pollution (Lesson 6)

Objective and Key Idea	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 6: Keep Our Air Clean</p> <p><u>Objective:</u> At the end of the lesson, pupils will be able to understand that a polluted environment is harmful to everyone's health.</p> <p><u>Key Ideas:</u></p> <ul style="list-style-type: none"> • Air can be polluted by smoke, carbon monoxide and other chemical fumes. • Polluted air can be harmful to health. • Air pollution can be prevented through socially responsible behaviour. 	<p>Start</p> <p> <u>Sharing</u> (Interpersonal)</p> <ul style="list-style-type: none"> • Get pupils into pairs. • Ask pupils if they can remember a recent time when they encountered badly polluted air. Possible responses are the annual trans-boundary haze originating from Indonesia, exhaust fumes during a traffic jam, etc. • Get pupils to describe the experience to their partners—how were they affected physically and how did they feel? • Invite a few pairs to share their responses with the class. <p>Develop</p> <p> <u>Question and Answer</u></p> <ul style="list-style-type: none"> • Invite pupils to explain what air pollution is, what it is caused by and why it is harmful to health. • Discuss pupils' responses with them. You may want to use the following points to guide the discussion: <ul style="list-style-type: none"> – Air pollution is the contamination of air by harmful substances such as smoke, dust and poisonous chemical fumes. – A major source of air pollution comes from the burning of fuels in industrial plants and vehicles. For example, power plants burn fuel to generate the electricity we use. Cars also burn fuel in order to work. – Polluted air is a serious form of pollution because it can seriously affect human health. The smoke and gases in polluted air can damage the respiratory system and cause breathing difficulties, headaches, throat irritation, etc. <p> <u>Class Activity</u> (Verbal/Linguistic)</p> <ul style="list-style-type: none"> • Select pupils to read aloud the dialogue between Haris and Tawan. • Invite pupils to suggest possible answers to Tawan's question. • Accept all answers, and tell pupils that they will find out more about how to reduce air pollution in the next activity. <p> <u>Activity</u> (Logical/Mathematical)</p> <ul style="list-style-type: none"> • Divide pupils into groups. 	<p>Page 41</p>	

- In groups, pupils fill in the blanks with the helping words.



Discussion

- When pupils have completed the Pupil's Book activity, discuss the answers with them.
- You may wish to ensure that the following points are covered in the discussion:
 - Conserving electricity is one major way of preventing air pollution—when less electricity is used, power plants burn less fuel to generate electricity and thus, air pollution is reduced.
 - Reducing the number of vehicles on the roads also reduces air pollution. A public bus can carry about 50 people; it takes many more cars to carry the same number of people.
 - Everyone can play a part in preventing air pollution by practising socially responsible behaviour such as:
 - conserving energy by turning off lights and appliances when not in use, and by using energy-efficient appliances (appliances that work using less energy);
 - using public transport whenever possible; and
 - not smoking.

Conclude



Activity (Intrapersonal)

- Get pupils into pairs.
- Ask pupils to think of practical ways in which they can help to reduce or prevent air pollution in their own daily life. Some ideas include:
 - turning off lights and electrical appliances (television, computer, fan, etc.) when not in use;
 - using energy-efficient appliances;
 - using the fan rather than the air-conditioner;
 - walking or taking public transport whenever possible;

Page 42

Objective and Key Idea	Procedure	Pupil's Book	Teacher's Resource
	<ul style="list-style-type: none"> – practising the 3'R's—reduce, reuse and recycle; and – not smoking and encouraging others not to do so as well. • Have pupils write their ideas in the Pupil's Book. • Invite a few pupils to share their ideas with the class. <p> <u>Review</u></p> <ul style="list-style-type: none"> • Highlight to pupils that change begins with each of us, even if it is in a small way. If everyone plays a part to reduce air pollution, the air we breathe will be cleaner and fresher, and everyone will benefit. 	Page 42	

Ouch! What Shall I Do?

Note to teachers:

- Make a copy of this Image Master.
- Cut out the eight pictures and distribute one picture to each group.





Name:

Class:

Date:

First Aid Quiz!



By now, you would have learnt the proper steps to take in treating minor cuts, nosebleeds and burns. Test your knowledge of simple first aid by solving the crossword puzzle below. Use the clues on the next page to help you.

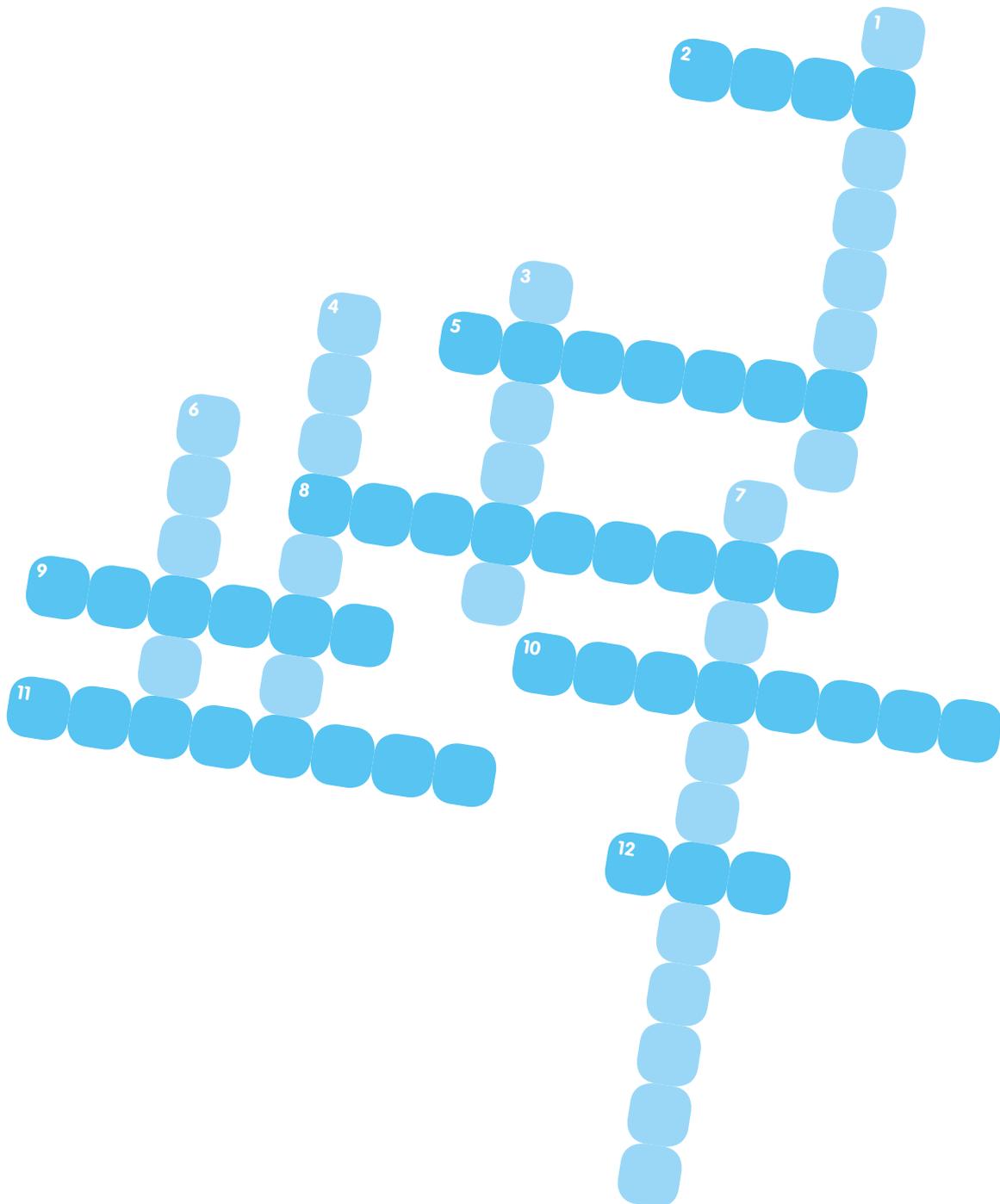


Image Master

Clues to help you:

Down

1. _____ that form after a burn provide a natural barrier to bacteria and reduce the risk of infection. Don't burst them!
3. You should always use these when blood is involved.
4. This can happen to you when you are not careful.
6. Look for this person if your nose doesn't stop bleeding!
7. You should use this when you need to cover a wound.

Across

2. Placing a burn under running water helps to quickly _____ it.
5. This is also known as a band-aid.
8. Seek _____ medical attention if a wound is caused by a dirty or rusty object.
9. Applying this will not help make your burn heal faster!
10. When treating wounds, _____ hand-washing is important to prevent germs from spreading.
11. The help you give to someone who gets injured in an accident or who is in serious physical discomfort is called _____.
12. Hold your nose for at least _____ minutes to stop a nosebleed.

How Diseases Spread

Note to teachers:

- Make a copy of this Image Master.
- Cut out the six scenarios and distribute one scenario to each group.

Scenario 1



Scenario 2



Scenario 3



Scenario 4



Scenario 5



Scenario 6



Suggested Answers

Simple First Aid

Lesson 1: First Aid – Minor Cuts



Page 32

1. Rinse/Wash
2. running/cool, slight
3. bleeding
4. antiseptic
5. Cover

Lesson 2: First Aid – Nosebleeds



Page 33

Correct order (from left to right): 3, 1, 2, 4



Page 34

1. head
2. dizzy
3. bleeding

Lesson 3: First Aid – Burns



Pages 35 & 36

Pupils should place a tick for: 2, 4 and 6.

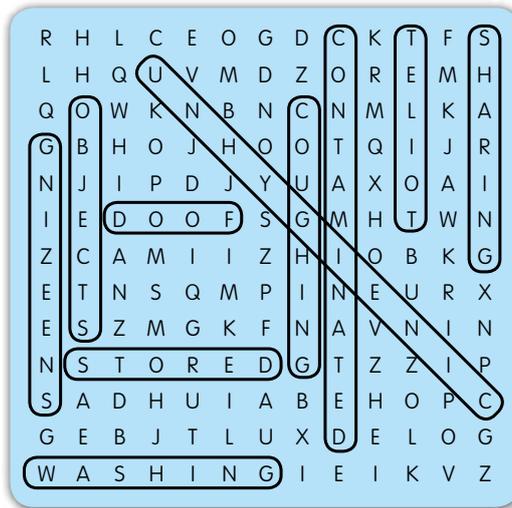
Preventing The Spread Of Transmissible Diseases

Lesson 4: Understanding Diseases



Page 38

1. contaminated
2. sneezing
3. sharing
4. coughing
5. objects
6. food, stored
7. unhygienic, washing, toilet



Lesson 5: Don't Let Them Spread



Pages 39 & 40

Acceptable answers should contain the following ideas:

Ajit's decisions	Wise or unwise?	Give your reasons.
I'll use my sister's towel since I can't find my own.	Unwise	Ajit will spread his germs onto the towel and increase his sister's chances of catching a cold.
I'll take my medicine according to the doctor's prescription.	Wise	Taking medicine as prescribed will help Ajit's body to recover from the illness.
I must make sure I cover my nose and mouth when I sneeze.	Wise	Sneezing is one way of spreading transmissible diseases. By covering the nose and mouth, Ajit is ensuring that any air-borne or water-borne viruses are contained.
I must remember to wash my hands whenever mucous gets on them.	Wise	Mucous contains germs. By washing his hands, Ajit is ensuring that the things he touches remain germ-free.
I will use a serving spoon during meal times.	Wise	By using a serving spoon, Ajit will not contaminate the dishes with his saliva. This will prevent others eating the same dishes from getting infected with his germs.
I think I shall invite Lam over to play computer games.	Unwise	Ajit should minimise unnecessary contact with his friends to prevent spreading his germs to them.
I shall share my medicine with my sister since she is coming down with a cold too.	Unwise	Ajit should not share his medicine with his sister because it may not be the right medicine for her. Only doctors are qualified to prescribe medicine.
I can watch television till late at night since I don't need to go to school tomorrow.	Unwise	Ajit's body needs sleep to enable it to recover from the illness.

Accept all plausible elaborations for the points below:

1. Practise good health habits.
2. Be socially responsible.
3. Get immunised.

Air Pollution

Lesson 6: Keep Our Air Clean



Page 42

- | | | |
|---------------------|-------------|------------|
| 1. electricity | 2. generate | 3. reduces |
| 4. energy-efficient | 5. produce | |

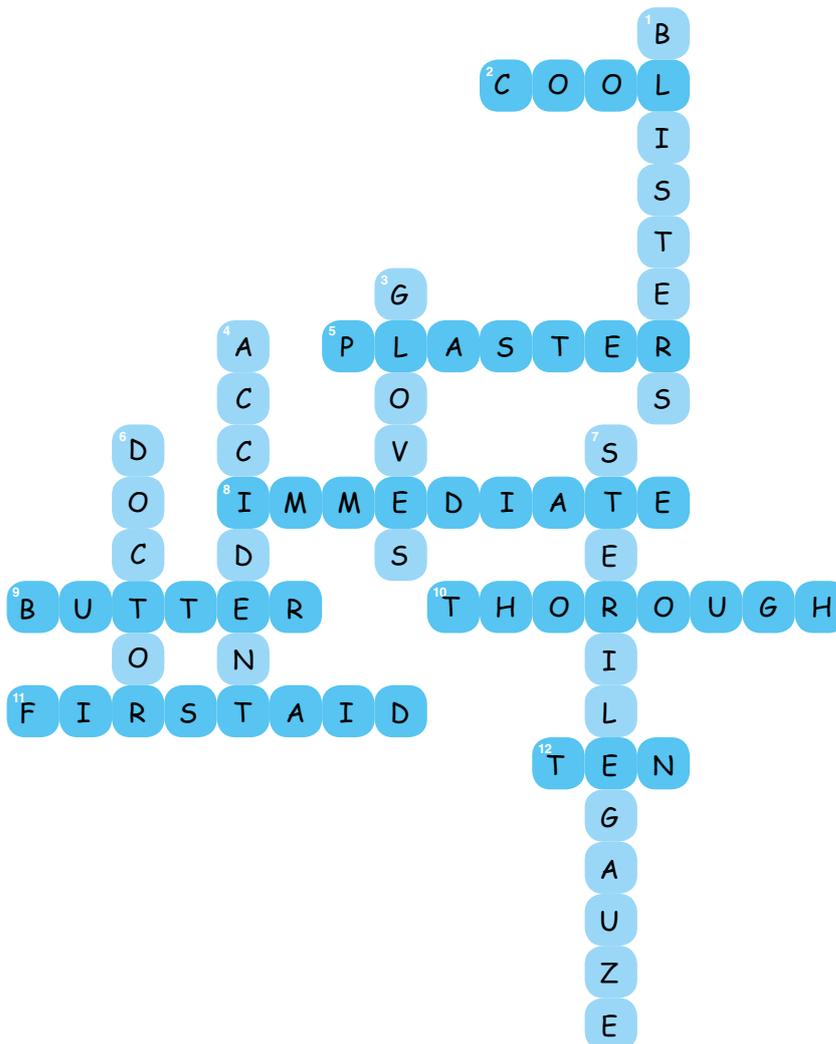


Accept all plausible answers for practical ways to help reduce or prevent air pollution.

Simple First Aid

Image Master

Lesson 3: First Aid Quiz!



Down

1. blisters
3. gloves
4. accident
6. doctor
7. sterile gauze

Across

2. cool
5. plaster
8. immediate
9. butter
10. thorough
11. first aid
12. ten

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 socialisation 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 will teach pupils to handle some of the external and internal factors that have an impact on their emotional health. Pupils will learn how to deal with stress and the emotional changes during puberty, as well as manage peer influence. Pupils will also learn to protect themselves from online abuse, as many pupils now use the Internet for work and play. This dimension will help pupils to recognise that guarding their emotional and psychological health is an integral part of taking care of themselves.

Our emotional being is the essence of who we are as individuals. Therefore, it is important to equip pupils with the skills to care for their inner person as competently as they care for their physical body.

Suggested Lesson Plans

Stress Management (Lessons 1 to 4)

Objective and Key Idea	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 1: Have You Felt This Way?</p> <p><u>Objective:</u> At the end of the lesson, pupils will be able to understand different emotions experienced and how these emotions can affect them.</p> <p><u>Key Idea:</u> Positive stress drives one to achieve good things in life. Negative stress may cause health problems and create unhealthy relationships with people.</p>	<p>Start</p> <p> <u>Reflection</u> (Intrapersonal)</p> <ul style="list-style-type: none"> Ask pupils to think of a time when they were under stress—what was the cause of the stress? What feelings did they have when they were stressed? <p>Develop</p> <p> <u>Discussion</u></p> <ul style="list-style-type: none"> Get pupils into groups to discuss what they think is going on in the pictures in the Pupil's Book. Select different groups to share their responses. <p> <u>Discussion</u> (Verbal/Linguistic)</p> <ul style="list-style-type: none"> Discuss the scenarios further by asking pupils to put themselves in the shoes of each superfriend shown and consider how he/she feels. <ul style="list-style-type: none"> Picture 1: Harold is practising hard on the violin—he is feeling inspired and is determined to pass the audition for the Asia's Got Talent competition. Picture 2: Eileen is unable to fall asleep—she is worried she will not get 'A's for all her subjects in the examinations. Picture 3: Lam is taking part in a story-telling competition—he is feeling very nervous and uncertain about himself and it is causing him a headache. Picture 4: Tawan is running on the track—she is feeling motivated, and is determined to win her event in the track-and-field meet. <p> <u>Lecture-Discussion</u></p> <ul style="list-style-type: none"> Ask pupils what they understand by the word 'stress'. Write their responses on the board. Get pupils to share about the emotions they usually experience when they are stressed. Explain the word 'stress'. Stress is the body's reaction to a new or challenging situation. For example, pupils may feel stressed when they are preparing for their examinations or when they are facing problems in their family. Tell pupils that there is positive stress and negative stress. Positive stress can 	Page 45	

make one feel motivated and confident—it drives one to achieve good things in life as it makes one eager to work hard to achieve one's goals. Negative stress tends to make one feel anxious, worried and afraid. As a result, such stress can lead to health problems such as insomnia, headaches and a loss of appetite.

- Explain to pupils that positive stress may become negative stress when they feel they can no longer cope with the situation.

 **Activity** (Interpersonal)

- Ask pupils to discuss with their partners and explain whether the scenarios in the Pupil's Book are examples of positive or negative stress.
- Have pupils write their responses in the Pupil's Book.

Conclude

 **Activity** (Intrapersonal)

- Ask pupils to think of a situation where they have felt positive stress or negative stress. How did they feel? How were they motivated by their positive stress? How did they manage their negative stress?
- Have pupils write their responses in the Pupil's Book.

Extension Activity

 **Discussion**

- Give pupils examples of stress experienced by adults, and ask them to explain whether the situations are examples of positive or negative stress. For example:
 1. Haris's father is working hard to get a promotion. (positive stress)
 2. Lam's mother wakes up very early every morning to go running because she's training for a marathon. (positive stress)
 3. Ajit's mother is upset over an argument she had with Ajit's father. (negative stress)
 4. Eileen's mother has been getting frequent headaches because she has been working late in the office every night. (negative stress)

Page 46

Page 46

Objective and Key Idea	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 2: Why Am I Stressed?</p> <p><u>Objectives:</u> At the end of the lesson, pupils will be able to understand different emotions experienced and how these emotions can affect them.</p> <p><u>Key Idea:</u> Positive and negative stress may be caused by:</p> <ul style="list-style-type: none"> – setting goals for oneself; – striving to do better in school; – taking part in a competition; and – expectations of self and others. 	<p>Start</p> <p> <u>Brainstorm</u></p> <ul style="list-style-type: none"> • This lesson examines some causes of stress by further elaborating on the scenarios shown in Lesson 1. • Revisit the scenarios from the previous lesson. • Get pupils into pairs to consider the pictures on page 45 and have them think of possible causes of stress in each scenario. <p>Develop</p> <p> <u>Activity</u></p> <ul style="list-style-type: none"> • Ask pupils to complete the activity in the Pupil's Book. They are to match the scenarios with possible causes of stress. <ol style="list-style-type: none"> 1. Harold: setting goals for oneself 2. Eileen: striving to do better in school 3. Lam: expectations of self and others 4. Tawan: taking part in a competition <p> <u>Lecture</u></p> <ul style="list-style-type: none"> • Tell pupils that it is important to differentiate between positive and negative stress. Positive stress can motivate them to achieve their goals confidently. Negative stress can cause anxiety and distress, and may lead to health problems. • Point out to pupils that learning to identify the causes of their stress will help them to deal with it better. <p>Conclude</p> <p> <u>Activity (Intrapersonal)</u></p> <ul style="list-style-type: none"> • Ask pupils to indicate in the Pupil's Book how stressed they have been in the past week, on a scale of one to ten. • Have pupils elaborate on the cause of their stress. • Keep a note of pupils who seem to be experiencing a lot of stress. If necessary, refer them to the school counsellor. 	<p>Page 45 Page 47</p> <p>Page 48</p> <p>Page 48</p>	

Lesson 3: Your Body Reacts To Stress

Objective:

At the end of the lesson, pupils will be able to understand different emotions experienced and how these emotions can affect them.

Key Idea:

Some effects of stress on health are:

- headaches
- stomach aches
- increase in heart rate
- tense muscles
- sweating

Start



Discussion

- Ask pupils to think of a situation where they felt stressed.
- Ask pupils to try and recall how their bodies reacted, and how they felt physically.

Develop



Class Activity (Bodily/Kinesthetic)

- Have pupils calculate their resting pulse rate by exerting a slight pressure with two fingers on the thumb-side of their wrist, with their palm facing upwards.
- Ask pupils to count the number of beats in 15 seconds, then multiply that number by four to get their resting pulse rate. Have them record their pulse rate under 'Five minutes before the activity' in the Pupil's Book.
- Distribute a balloon to every pupil and ask them to blow it as big as they dare without bursting it. Once pupils have tied up the balloon, ask them to stomp on the balloon to burst it. (Take note that some pupils may feel very afraid and apprehensive about blowing the balloon and bursting it. If this is so, allow them sit out of the activity.)
- Instruct pupils to take their pulse rate again, immediately after they have burst their balloon, and to record it under "Immediately after the activity" in the Pupil's Book.



Lecture-Discussion

- Ask pupils to observe any change in their pulse rate before and after the activity. It is likely their pulse rate has increased due to the stressful situation they just went through.
- Get pupils to observe any other changes that have taken place in their body, such as an increase in breathing rate or perspiration.
- Tell pupils that when they experience stress, certain changes take place in their body, such as an increase in heart rate and breathing rate and perspiration. Stress may also cause headaches or stomachaches in some people.
- Explain to pupils that the point of the balloon activity you brought them through was to help them become aware of certain physical changes taking place in the body as a result of stress.

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Objective and Key Idea	Procedure	Pupil's Book	Teacher's Resource
	<ul style="list-style-type: none"> Bring pupils' attention to the body's response to stress known as the 'fight-or-flight' reaction. Such a reaction can be seen when a cat is being threatened by a dog—the cat is ready to fight or to run away (flight) from the dog. <p> <u>Activity</u></p> <ul style="list-style-type: none"> Ask pupils to complete the fill-in-the-blank activity in the Pupil's Book and also to label the diagram of the human body with the listed effects of stress. <p>Conclude</p> <p> <u>Sharing</u> (Interpersonal)</p> <ul style="list-style-type: none"> Get pupils to think of any other effects of stress and to write or draw them in the Pupil's Book. Select pupils to share their responses with the class. 	<p>Pages 49 & 50</p> <p>Page 50</p>	

Lesson 4: Stress BustersObjective:

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

Key Idea:

Some positive ways of managing stress include:

- practising relaxation techniques such as deep breathing and muscle relaxation exercises; and
- engaging in activities such as light reading, listening to music and hobbies.

StartSurvey

- Ask pupils to share about the ways they usually deal with stress.

DevelopClass Activity (Bodily/Kinesthetic)

- Tell pupils that in this lesson, they will be taught two exercises to help them deal with stress—deep breathing and muscle relaxation exercises.
- Bring pupils through a deep breathing relaxation technique. The following could be an example of a script:
 - Today we will learn a quick way to relax.
 - First, get into a comfortable position.
 - Now, close your eyes and let your eyes relax.
 - Next, take a deep breath, breathing in through your nose. As you breathe in, feel your abdomen moving outwards.
 - Slowly breathe out through your mouth and say the word 'relax' slowly.
 - Let go of any tension in your body and allow your whole body to become fully relaxed.
 - Now, breathe in again through your nose, then breathe out through your mouth.
 - Tell yourself to relax even more.
- Continue the exercise for three minutes.

Sharing (Intrapersonal)

- Ask pupils how they feel after the exercise. Are they feeling more relaxed?

Class Activity (Bodily/Kinesthetic)

- Bring pupils through a muscle relaxation technique. The following could be an example of a script:
 - Now, we will learn another way to relax.
 - Find a comfortable spot and get into a comfortable position.
 - Clench your fists tightly for five seconds.
 - Let go of the tension and relax.
 - Now, tense your upper arm muscles for five seconds, then release the tension and relax.
- Repeat the exercise with pupils using other parts of the body such as the shoulders, calves, toes and face.
- Tell pupils to breathe deeply as they carry out the exercise.

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Objective and Key Idea	Procedure	Pupil's Book	Teacher's Resource
	<p> Discussion (Interpersonal)</p> <ul style="list-style-type: none"> • Ask pupils which exercise they prefer. • Have pupils suggest when both relaxation exercises can be used. Pupils may say: when they are feeling anxious, nervous, tensed, frightened or stressed. <p> Activity</p> <ul style="list-style-type: none"> • Have pupils complete the true-false activity in the Pupil's Book. <p> Brainstorm</p> <ul style="list-style-type: none"> • Ask pupils to get into pairs and think about other ways of managing stress. • Have pupils write their responses in the Pupil's Book. <p>Conclusion</p> <p> Sharing (Interpersonal)</p> <ul style="list-style-type: none"> • Get pupils to share their ideas on ways to manage stress. • You may also want to share with pupils how you manage stress in your life. <p>Extension Activity</p> <p> Class Activity (Bodily/Kinesthetic)</p> <ul style="list-style-type: none"> • Share with pupils the following poem based on a muscle relaxation exercise and have them carry out the actions: <p><u>Hands And Toes Relax</u> Pull your hands in a very tight fist, Now let them go up to your wrist. Tight, tight, tight with all your might, Now just relax and make them light.</p> <p>Curl your toes into a ball, Now let them go, release them all. Tight, tight, tight with all your might, Now just relax and make them light.</p> <p>(Taken from: Allen & Klein (1996). Ready, Set, Relax. Watertown, WI: Inner Coaching.)</p>	<p>Page 52</p> <p>Page 52</p>	

Objective and Key Idea

Procedure

Pupil's Book

Teacher's Resource

Lesson 5: My Feelings

Objective:

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

Key Idea:

During puberty, different emotions such as self-consciousness, shyness and frustration are experienced by adolescents.

Start



Sharing (Intrapersonal)

- Get pupils into pairs to share about anything that happened in the past week that made them feel happy, sad, angry or worried.

Develop



Class Activity (Bodily/Kinesthetic)

- Ask four pupils to volunteer to come to the front of the class. Show each volunteer a card indicating one of the following emotions—happy, sad, angry and worried.
- Get the volunteers to express the emotions without using any verbal language.
- Ask the class to guess the emotions being expressed by the volunteers.



Lecture

- Tell pupils that happiness, sadness, anger and worry are examples of basic feelings. Basic feelings are easily observable through one's facial expressions. One can tell another's basic feelings by observing their facial expressions and body language.



Class Activity (Bodily/Kinesthetic)

- Ask another four volunteers to come to the front of the class. Show each volunteer a card indicating one of the following emotions—embarrassment, envy, pride and shyness.
- Get the volunteers to express the emotions without using any verbal language.
- Ask the class to guess the emotions being expressed by the volunteers.
- Ask pupils if it is more difficult guessing what the self-conscious feelings are.



Lecture

- Tell pupils that everyone experiences self-conscious feelings. These feelings arise from the way one perceives and evaluates oneself, and are usually less easily observable compared to basic feelings, as they involve what one is thinking about oneself.

Objective and Key Idea

Procedure

Pupil's Book

Teacher's Resource

Lesson 6: Dealing With Your MoodsObjective:

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

Key Ideas:

- During puberty, different emotions such as self-consciousness, shyness and frustration are experienced by adolescents.
- Emotional changes during puberty are natural and part of growing up. An adolescent should learn how to manage them.

StartRole Play (Verbal/Linguistic)

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

DevelopDiscussion

- Get pupils into pairs and have them discuss the questions on page 56.
- Have pupils write down their responses.
- Discuss with pupils what basic feelings and self-conscious feelings Ajit is likely to be experiencing.

Class Activity (Intrapersonal)

- Ask pupils to reflect on the emotional changes they may experience as a result of their pubertal changes. For instance, they may experience embarrassment, shyness, frustration, envy, pride, grouchiness or mood swings.

Activity (Interpersonal)

- Ask pupils to form groups of three or four and to share their reflections with one another.
- Get pupils to think about how they can manage their emotions during puberty and to write their responses in the Pupil's Book.

ConcludeSharing (Interpersonal)

- Tell pupils that just as the physical changes taking place during puberty are normal and natural, so are the emotional changes.
- Encourage pupils to think positively about their physical and emotional changes.
- Get pupils to share how they can manage their emotions positively during puberty.

Extension ActivityClass Activity

- Play the game 'Musical Box'. Refer to the Teaching Notes for details.

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Page 56

Page 56

Teaching Notes: Entering Puberty (Page 75)

Objective and Key Idea	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 7: Choose To Be Positive</p> <p><u>Objective:</u> At the end of the lesson, pupils will be able to identify positive ways of managing their emotions.</p> <p><u>Key Ideas:</u></p> <ul style="list-style-type: none"> • During puberty, different emotions such as self-consciousness, shyness and frustration are experienced by adolescents. • Emotional changes during puberty are natural and part of growing up. An adolescent should learn how to manage them. 	<p>Start</p> <p> <u>Review</u></p> <ul style="list-style-type: none"> • Recap what was covered in the previous lesson. <p>Develop</p> <p> <u>Team Collaboration</u> (Interpersonal)</p> <ul style="list-style-type: none"> • Ask pupils to examine each scenario in the Pupil's Book and decide which response they should select. <p> <u>Lecture</u></p> <ul style="list-style-type: none"> • Encourage pupils to choose positive and healthy ways of dealing with their feelings during puberty. Tell them that they do have choices about how they can express their feelings through their words and actions. • Remind pupils that they can also use positive self-talk when they encounter trying or frustrating situations during puberty. • Tell pupils that puberty is an important process of their growth into adulthood, and that they should learn to look at every experience as an opportunity to grow in maturity. <p> <u>Activity</u> (Intrapersonal)</p> <ul style="list-style-type: none"> • Ask pupils to write down positive self-talk statements in response to the negative statements in the Pupil's Book. <p>Conclude</p> <p> <u>Sharing</u> (Interpersonal)</p> <ul style="list-style-type: none"> • Get pupils into pairs to share the positive self-talk statements they came up with. 	<p>Pages 57 & 58</p> <p>Page 58</p>	

Objective and Key Idea

Procedure

Pupil's Book

Teacher's Resource

Lesson 8: Stay Safe In The Cyber World

Objective:

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

Key Idea:

There are some ways to protect oneself from sexual abuse, such as learning about the dangers of the Internet and how to stay safe online.

Start



Review

- Ask pupils what they have learnt about sexual abuse. Highlight a few points:
 - Sexual abuse occurs when a person is touched in an inappropriate manner or when any sexual contact is forced on a person.
 - It is important to protect oneself from sexual abuse by practising safe habits—not going out alone late at night, avoiding lonely places, going out in groups, informing your parents of your whereabouts and the people you are with, looking after your own food and drinks while at a gathering, and shouting for help when caught in a dangerous situation.
 - If you have been sexually abused, you can talk to a trusted adult and/or seek school or professional counselling.
- Tell pupils that in this lesson they will learn about Internet safety and protection from online sexual predators.



Activity

- Ask pupils if they have ever chatted on the Internet. If yes, ask them where they usually chat—social media and online games sites, etc.
- Get pupils to complete questions 1 to 5 of the survey in the Pupil's Book.

Develop



Survey (Logical/Mathematical)

- Based on the results of the survey, have pupils raise their hands to show:
 - where they use the Internet most often; and
 - what they use the Internet to do most.
- Summarise the results on the board.



Team Collaboration (Interpersonal)

- Tell pupils they are going to play a game.
- Divide pupils into an even number of groups (e.g. six groups). This game will be played with pairs of groups—Groups 1 and 2, Groups 3 and 4, and so on.
- Explain the rules of the game as follows:

Pages 59 & 60

Objective and Key Idea	Procedure	Pupil's Book	Teacher's Resource
	<ul style="list-style-type: none"> – Each group is to appoint one member as a messenger. The messenger's role is to pass messages to the other group. – One group (e.g. Group 1) will begin first. Its messenger will send a written message (written by any person from the group) to the other group (e.g. Group 2). The message can be a statement or a question. – Group 2 is to guess who the message was written by. – After that, the game continues, with Group 2 sending a message to Group 1. Group 1 then has to guess who the message was written by. <p> <u>Lecture</u></p> <ul style="list-style-type: none"> • Ask pupils if it was easy identifying those who had written messages during the game. • Point out to pupils that when they use Internet chat rooms, they have little idea about the true identity of the people they are chatting with. • Inform pupils that there are adults and even teenagers who try to get information from children online so that they can stalk them, with the intention of hurting or sexually abusing them. Refer to the Teaching Notes on 'Online Safety' for more information. • Highlight to pupils that sexual abuse can also take the form of words of a sexual nature. Hence, sexual abuse can take place on the Internet, even where there is no physical contact between abuser and victim. • Stress to pupils that they should immediately inform their parents or a trusted adult if anyone they meet on the Internet says things to them that make them feel uncomfortable and afraid. <p> <u>Survey</u></p> <ul style="list-style-type: none"> • Ask pupils if anyone has told them what they should or should not do on the Internet. • Find out which Internet safety tips in question 5 of the Pupil's Book pupils have heard of by asking them to give a show of hands for the tips they are familiar with. • Summarise the results on the board. <p> <u>Discussion</u></p> <ul style="list-style-type: none"> • Get pupils to individually think about why they should follow all the following Internet safety tips: <ul style="list-style-type: none"> – Never give out your name, address, phone number or name of school. 	<p>Page 60</p>	<p>Teaching Notes: Protection from Abuse (Page 76)</p>

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

- Never send your photograph to anyone you do not know.
- Tell your parents or a trusted adult if you come across anything you do not understand or that makes you uncomfortable.
- Do not meet anyone whom you first met online face-to-face.
- Do not open emails, files or website links from anyone you do not know.
- Inform your parents or a trusted adult if anyone sends you pornographic pictures.
- Have pupils get into pairs to discuss their thoughts.
- Select different pairs to share their responses with the class.
- Inform pupils that it is against the law to download pornographic images.

**Activity**

- Have pupils complete the activity in the Pupil's Book by writing their responses to questions 6 and 7.

Conclude**Review (Verbal/Linguistic)**

- Ask pupils to read aloud the Internet safety tips together.
- Remind pupils that they can protect themselves online by following the safety tips.

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Suggested Lesson Plans

Managing Peer Influence (Lessons 9 to 10)

Objective and Key Idea	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 9: Be A Positive Influence On Others</p> <p><u>Objective:</u> At the end of the lesson, pupils will be able to identify characteristics of positive and negative relationships and explore different ways of developing healthy relationships.</p> <p><u>Key Idea:</u> It is important to recognise and distinguish between positive and negative peer influence.</p>	<p>Start</p> <p> <u>Team Collaboration</u> (Interpersonal)</p> <ul style="list-style-type: none"> Play the game 'Freeze Frames'. Refer to the Teaching Notes for details. <p>Develop</p> <p> <u>Discussion</u></p> <ul style="list-style-type: none"> Ask pupils to get in groups to examine the scenarios in the Pupil's Book and decide which ones portray positive peer influence and which ones portray negative peer influence. Scenarios 2, 3 and Haris in 4 show examples of positive peer influence. Scenarios 1 and the two boys in 4 show examples of negative peer influence. Select groups to explain their decisions to the class. Help pupils to notice how scenario 4 shows both positive and negative peer influence. The two boys tempt Lam and Haris to join them in playing truant (negative), but Haris stands firm and tells Lam they should refuse (positive). <p> <u>Lecture-Discussion</u></p> <ul style="list-style-type: none"> Tell pupils that positive peer influence involves encouraging and supporting their peers to make wise and healthy choices, as opposed to negative peer influence. Get pupils to discuss what negative influence is—in other words, how can they tell if someone is a negative influence on them? Pupils may say that negative influence takes place when another's actions lead to harmful effects on their health (physical and/or emotional), when they are pressured to do something morally wrong, or when the actions go against their values and religious upbringing. Ask pupils to think of other examples of positive and negative peer influence. Have pupils write their responses in the Pupil's Book. 	Page 61	<p><u>Teaching Notes:</u> Managing Peer Influence (Page 78)</p>
		Page 62	

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

- Have pupils complete the activity in the Pupil's Book by getting them to write two ways in which they want to be a positive influence on their peers.
- Give pupils some specific examples to help them generate ideas. For example:
 - 'I want to encourage Somchal to study hard for the test next week as she has not been doing well.'
 - 'I will invite Ali to exercise with me after school so that we can keep fit together.'
 - 'I will tell the others to stop teasing Colin because it hurts to be made fun of.'

Extension Activity Role Play (Bodily/Kinesthetic)

- Get pupils to role play the examples of positive and negative peer influence that they have written down on page 62 of the Pupil's Book.

Page 62

Objective and Key Idea	Procedure	Pupil's Book	Teacher's Resource
<p>Lesson 10: Do The Right Thing</p> <p><u>Objectives:</u> At the end of the lesson, pupils will be able to identify characteristics of positive and negative relationships and explore different ways of developing healthy relationships.</p> <p><u>Key Ideas:</u></p> <ul style="list-style-type: none"> It is important to recognise and distinguish between positive and negative peer influence. Peers should influence and support each other in making positive health choices. 	<p>Start</p> <p> <u>Review</u></p> <ul style="list-style-type: none"> Recap what pupils learnt in the previous lesson about positive and negative peer influence. Ask pupils if they have been positively influencing each other to make wise and healthy choices. <p>Develop</p> <p> <u>Lecture-Discussion</u></p> <ul style="list-style-type: none"> Ask pupils what friends are for and what some important qualities they value in their friends are. Write pupils' responses on the board. Tell pupils that one important aspect of being a friend is to influence others to make positive health choices. Ask pupils to discuss with a partner how they would respond in the following situations: <ul style="list-style-type: none"> A friend has been eating only potato chips for lunch every day for a week. A friend who has not studied for a test the following morning intends to stay up the whole night to play computer games. A friend mentions that he/she is thinking of taking up smoking. A friend shares that he has been surfing pornography on the Internet. <p> <u>Activity</u> (Logical/Mathematical, Verbal/Linguistic)</p> <ul style="list-style-type: none"> Refer pupils to the four snapshots in the Pupil's Book. Get pupils to arrange the pictures in order so that a meaningful story showing positive peer influence is formed. An example of a plausible sequence is: <ul style="list-style-type: none"> Frame 3: Eileen is introducing her new friend to Tawan. She thinks her friend could join Tawan's relay team. Frame 2: Tawan thinks the new girl is too plump and will slow the team down. Frame 4: Eileen encourages Tawan to be more positive and give the new girl a chance. Frame 1: Tawan takes Eileen's advance and includes the new girl in her training. Ask pupils to imagine they are the new girl. Get them to write a diary entry about what she experienced and how she felt about being introduced and joining the relay team. <p>Conclude</p> <p> <u>Review</u></p> <ul style="list-style-type: none"> Remind pupils that true friends influence and support each other to make positive health choices. 	<p>Page 63</p> <p>Page 64</p>	

Teaching Notes:

Entering Puberty

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

Musical Box

Instructions:

Step 1: Prepare a box containing folded pieces of paper, each piece indicating one of the following terms: 'happy', 'excited', 'sad', 'angry', 'worried', 'envious', 'shy', 'proud', 'embarrassed' and 'prize'.

Step 2: Get pupils to form a circle and sit down.

Step 3: Tell pupils that the game 'Musical Box' they are about to play is similar to 'Musical Chairs'. Music will be played while the box is passed around the circle. When the music stops, the pupil holding the box has to draw out a piece of paper and read out the term written on it.

- If the pupil gets the term 'happy', he/she is to share with the class a situation when he/she felt happy.
- If the term is an emotion such as 'sad' or 'angry', he/she is to share a situation when he/she felt that way. Then, have other pupils suggest ways of managing that emotion.
- If the pupil gets the term 'prize', award him/her with a small prize such as candy or stationery.

Step 4: Inform pupils about the ground rules for the game—pupils are to show respect for one another by listening attentively when their classmates are sharing, and there are to be no rude or snide remarks about one another.

Step 5: Carry out the game with pupils.

You may want to include more emotions in the box that are relevant to pubertal changes experienced by adolescents. Be sure to carry out the game with care and sensitivity, as not all pupils may feel comfortable sharing about their personal feelings and experiences.

Teaching Notes:

Protection From Abuse

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

Online Safety

Sexual abuse over the Internet has increased steadily over the last few years. Pornographic websites are prolific, and have become easily accessible. Online chat and game rooms have become breeding grounds for sexual predators and pedophiles who seek to prey on impressionable and unsuspecting children and adolescents. Educators and parents thus need to take a proactive step to equip children with skills to stay safe on the Internet.

What is a pedophile? By definition, pedophiles are men who are sexually attracted to children who have not yet reached puberty. Generally, the term 'pedophile' used today refers to sexual predators and child pornographers. Pedophiles are known to 'groom' their victims. This means they use methods of winning the friendship and trust of their victims. For some pedophiles and sexual predators, cybersex is their goal. For others, cybersex is used only as part of the 'grooming' process.

The Parent's Advisory Group for the Internet's (PAGI) 2003 study found that out of the surveyed 827 adolescents who chat online, 169 reported having met someone in real life that they first encountered online. Of the 169 adolescents, 15 of them had the experience of meeting someone who introduced himself/herself as a child on the Internet but who turned out to be an adult. It is not an uncommon strategy for sexual predators to pose as children in chat rooms in order to 'groom' their victims.

Help pupils to practise online safety by advising them to:

- be careful about who they trust online—online friends are really strangers and may not be who they say they are;
- be discerning and not to believe everything they read;
- never give out personal details, even if they feel they can trust their online friend;

- never agree to meet someone whom they have only interacted with online;
- share with their parents or a concerned adult about anything they come across that makes them feel uncomfortable; and
- look out for tell-tale signs which may indicate the person with whom they are chatting is a sexual predator or pedophile:
 - They ask very personal questions usually of an intimate or sexual nature.
 - They pose as someone attractive and may seem too good to be true.
 - They ask for contact details and will use persuasion to get them.
 - They try to arrange face-to-face meetings on a one-to-one basis and suggest quiet, isolated places for the meetings.

Bibliography

Khoo A., Liau A.K. & Tan E. (2006) What Do I Say To My Net-Savvy Kids: Internet Safety Issues For Parents. Singapore, McGraw-Hill.

For more information on online safety for children and adolescents, visit these websites:

1. Childnet International – <http://www.childnet-int.org/>
2. CyberAngels – <http://www.cyberangels.org/>

Teaching Notes:

Managing Peer Influence

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

Freeze Frames

This game will expose pupils to ways in which they can be positive influences on one another.

Instructions:

Step 1: Divide pupils into groups of five or six.

Step 2: Tell pupils they are going to play a game called 'Freeze Frames'. Explain to pupils that they have to create 'freeze frames' in their groups. In a freeze frame, pupils have to imagine that someone has taken a photograph of a particular scenario, in which the pupils are to be the subjects. A few pupils can be the 'actors' while the others can be the 'props' (e.g. table, chair, tree, etc.). Alternatively, pupils can look for their own props to act out their scenarios.

Step 3: Each group is to be given one of the following scenarios, written on an index card.

- A pupil is helping two other classmates with their homework.
- A few pupils are helping a friend rescue a kitten stuck in a drain.
- A boy/girl is encouraging a friend to give up his/her seat for an elderly person on the MRT.
- A few pupils are volunteering at a nursing home.
- Some pupils are cheering their friend on in a race.
- A few pupils are helping a friend who has dropped his/her belongings.
- A few pupils are helping a teacher carry books to the staff room.
- A boy/girl is helping his/her mother prepare a meal in the kitchen.
- A boy/girl is helping a blind person cross the street.
- Two pupils are helping to push a friend in a wheelchair.

- Step 4: Give each group three minutes to plan their freeze frame.
- Step 5: Allow each group to present its freeze frame to the class. The pupils that are presenting should 'freeze' in their positions—they should not be moving or talking.
- Step 6: Have the rest of the class guess what scenario the presenting group is creating.

Suggested Answers

Stress Management

Lesson 1: Have You Felt This Way?



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1. Harold – ☹️
2. Eileen – ☹️
3. Lam – ☹️
4. Tawan – ☹️

Accept all plausible explanations.

Lesson 2: Why Am I Stressed?



Page 48

1. Harold - setting goals for yourself
2. Eileen – striving to do better in school
3. Lam - thinking about others' expectations of you
4. Tawan – taking part in a competition

Lesson 3: Your Body Reacts To Stress



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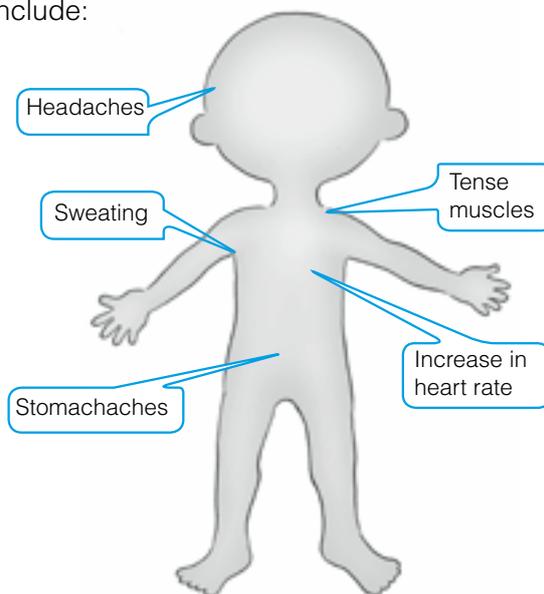
1. fight-or-flight
2. danger
3. alarmed
4. breathing rate



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Plausible answers for other effects of stress include:

- insomnia
- nightmares
- loss of appetite
- tiredness



Lesson 4: Stress Busters



Page 52

1. False
2. True
3. False
4. False
5. True
6. False

Accept all plausible answers for other ways to manage stress.

Entering Puberty

Lesson 5: My Feelings



Page 54

1. Ajit – embarrassed
2. Tawan – envious
3. Lam – proud
4. Eileen – shy

Lesson 6: Dealing With Your Moods



Page 56

Accept all plausible answers.

Lesson 7: Choose To Be Positive



Page 58

1. Lam and Harold – B
2. Haris – A
3. Tawan – B
4. Ajit – A

Accept all plausible answers for positive self-talk statements.

Protection From Abuse

Lesson 8: Stay Safe In The Cyber World



Pages 59 & 60

Accept all plausible answers for questions 1 to 5.

Acceptable answers for questions 6 and 7 should contain the following ideas:

6. I should not give out personal information on the Internet because it can be used by sexual predators or pedophiles to track me down.
7. I should not meet anyone that I have only met online because I do not know who the person really is. He/she could be an adult pretending to be a child or teenager online.

Managing Peer Influence

Lesson 9: Be A Positive Influence On Others



Page 62

1. encourage
2. support
3. wise
4. important
5. Stick

For the rest of the questions, accept all plausible answers.

Lesson 10: Do The Right Thing



Pages 63 & 64

Accept all plausible answers.