



Curriculum of MEP
Baan Sankamphaeng School
B.E. 2026

Health

According to the core curriculum of basic education B.E. 2008
(Revised B.E. 2017)

MEP (Mini English Program)
Baan Sankamphaeng School

Chiang Mai Primary Educational Service Area Office, Area 1
Office of the Basic Education Commission
Ministry of Education

Introduction

Baansankamphaeng School is a model school for using the Basic Education Core Curriculum 2008 (revised edition 2017). The Baansankamphaeng School curriculum has been created. Foreign language learning group (English), primary level, B.E. 2026, by applying vision, principles, goals, competencies, desirable characteristics Learning standards, indicators, and guidelines for measurement and evaluation of the Basic Education Core Curriculum, B.E. 2008 (revised edition B.E. 2017) to serve as a framework and direction for preparing the curriculum and organizing teaching and learning. To develop learners at Baansankamphaeng School to have quality knowledge, skills/processes, and desirable characteristics necessary for living in a society that is changing. and seek knowledge for continuous self-development throughout life. In the year 2026, the school has taken steps to improve the curriculum according to the structure of the curriculum to be appropriate. consistent with the focus Ministry of Education Policy and the context, vision, and international standard school teaching of current educational institutions.

Thank you to the educational committee of Baan Sankamphaeng School. student parents and all those involved who kindly provided advice and consultation In preparing the curriculum of Baansankamphaeng School Foreign language learning group (English), primary level, B.E. 2026, this time to develop students to have quality according to the spirit of the Basic Education Core Curriculum, B.E. 2008 (revised edition B.E. 2017).

Organizing Team

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Vision

The Ban San Kamphaeng School Curriculum B.E. 2026 aims to develop every learner, who is the strength of the nation, to become a human being with balance in physical health, knowledge, and morality, while preserving local arts and culture, having consciousness in being Thai citizens, and developing learners to have potential toward global citizenship at international standards. Learners will have excellence in the use of technology, integrating learning, adhering to governance under the democratic system with the King as Head of State. The curriculum aims to develop learning processes for creativity through Constructionism and to enable learners to fully develop their potential.

Principles

The Ban San Kamphaeng School Curriculum B.E. 2026, according to the Basic Education Core Curriculum B.E. 2008 (Revised B.E. 2017), has the following important principles:

1. It is an education curriculum for national unity, with goals and learning standards as targets for developing learners and youth to have knowledge, skills, attitudes, and morality based on Thainess together with universality.
2. It is an education curriculum for all people, in which everyone has the opportunity to receive education equally and with quality.
3. It is an education curriculum that responds to decentralization, allowing society to participate in educational management consistent with local conditions and needs.
4. It is an education curriculum with flexible structure in learning content, time, and learning management.
5. It is an education curriculum that emphasizes learners as the focus.
6. It is an education curriculum for formal education, covering all target groups, allowing transfer of learning outcomes and experiences.

Goals

Baan Sankamphaeng School Curriculum B.E. 2026, aligned with the Basic Education Core Curriculum B.E. 2008 (Revised B.E. 2017), aims to develop learners to be virtuous, wise, happy, and capable of pursuing further education and careers. The goals for learners upon completing basic education are:

1. Have possess morality, ethics, and desirable values; recognize self-worth; practice discipline; and live according to the principles of Buddhism or their own religion, guided by the Philosophy of Sufficiency Economy.
2. Have acquire knowledge and abilities in communication, thinking, problem-solving, technology use, and life skills.
3. Have maintain good physical and mental health, practice healthy habits, and enjoy exercise.
4. Have love the nation, have civic consciousness as Thai and global citizens, and uphold democratic governance with the King as Head of State.
5. Have appreciate and preserve Thai culture and wisdom, protect and develop the environment, and demonstrate public-mindedness by contributing positively to society and living harmoniously with others.

Learnings' key competencies and Desired characteristics

In developing learners under the Baan Sankamphaeng School Curriculum B.E. 2026, based on the Basic Education Core Curriculum B.E. 2008 (Revised B.E. 2017), the focus is on ensuring that learners achieve the quality standards prescribed. This will enable learners to acquire the following Learnings' key competencies and Desired characteristics:

Learnings' key competencies

The Ban San Kamphaeng School Curriculum B.E. 2026, based on the Basic Education Core Curriculum B.E. 2008 (Revised B.E. 2017), aims to cultivate five key competencies in learners as follows:

1. Communication Capacity is capacity to receive and transmit information; linguistic ability and skills in expressing one's thoughts, knowledge and understanding, feelings and opinions for exchanging information and experience, which will be beneficial to oneself and society; negotiation for solving or reducing problems and conflicts; ability to distinguish and choose whether to receive or avoid information through proper reasoning and sound judgement; and ability to choose efficient methods of communication, bearing in mind possible negative effects on oneself and society.

2. Thinking Capacity is capacity for analytical, synthetic, constructive, critical and systematic thinking, leading to bodies of knowledge creation or information for judicious decision-making regarding oneself and society.

3. Problem-Solving Capacity is capacity to properly eliminate problems and obstacles, based on sound reasoning, moral principles and accurate information; appreciation of relationships and changes in various social situations; ability to seek and apply knowledge to prevent and solve problems; and ability for judicious decision-making, bearing in mind possible negative effects on oneself, society and the environment.

4. Capacity for Applying Life Skills is capacity for applying various processes in daily life; self-learning; continuous learning; working; and social harmony through strengthening of happy interpersonal relationships; elimination of problems and conflicts through proper means; ability for self-adjustment to keep pace with social and environmental changes; and capacity for avoiding undesirable behavior with adverse effects on oneself and others.

5. Capacity for Technological Application is ability to choose and apply different technologies; skills in application of technological processes for development of oneself and society in regard to learning, communication, working, and problem-solving through constructive, proper, appropriate and ethical means.

Desired characteristics

Baan Sankamphaeng School Curriculum B.E. 2026, based on the Basic Education Core Curriculum B.E. 2008 (Revised B.E. 2017), aims to develop learners with desirable characteristics so that they can live happily with others in society, both as Thai citizens and as global citizens, as follows:

1. Love of nation, religion and the monarchy
2. Honesty and integrity
3. Self-discipline
4. Avidity for learning
5. Applying principles of Sufficiency Economy Philosophy in one's way of life
6. Dedication and commitment to work
7. Cherishing Thai nationalism
8. Public-mindedness

Learning Area of Health and Physical Education

Why it is necessary to learn health and physical education

Health or state of health means the human condition with full development in all respects—physical, mental, social and intellectual or spiritual. Health or state of health is therefore important, as it is linked to all dimensions of life. All should learn about health for acquisition of knowledge, accurate understanding with proper attitude, morality and appropriate values, as well as practical skills in health for acquiring hygienic habits, resulting in the achievement of a society of quality.

What is learned in health and physical education

Health and physical education is education about health with the aims of maintaining and strengthening health and sustainable development of quality of life of individuals, families and communities.

Health Education places emphasis on enabling learners to concurrently develop behaviours regarding knowledge, attitude, morality, values and health practices.

Physical Education places emphasis on enabling learners to participate in kinaesthetic activities, physical exercises, playing games and sports. It serves as an instrument in holistic development in all respects—physical, mental, emotional, social and intellectual, as well as imparting capacities for health and sports.

The learning area for health and physical education includes the following bodies of knowledge:

- **Human Growth and Development:** the nature of human growth and development; factors affecting growth; relationships and linkages in the functioning of various body systems as well as self-conduct for attaining growth and development in accord with students' age
- **Life and Family:** students' values and those of their families; self-adjustment to changes in various respects—physical, mental, emotional, sexual; creating and maintaining relationships with others; sexual health practices and life skills
- **Movement, Doing Physical Exercises, Playing Games, Thai and International Sports:** various forms of movement; participation in a variety of physical activities and sports, both as individuals and in teams, and both Thai and international sports; observance of rules, regulations, orders, agreements for participation in physical activities and sports, and having sporting spirit
- **Strengthening of Health, Capacity and Disease Prevention:** principles and methods of selecting food for consumption, health products and services; capacity-strengthening for health and prevention of communicable and non-communicable diseases
- **Safety in Life:** self-protection from various risk behaviours, i.e., health risks, accidents, violence, harm from use of medicines and addictive substances as well as guidelines for promoting safety in life

Learners' Quality

Grade 3 graduates

- Have knowledge and understanding of human growth and development, factors affecting growth and development, methods of creating relationships in family and in groups of friends
- Have good health habits in eating, rest and sleep, cleanliness of all parts of the body, playing games and doing physical exercises
- Protect themselves from behaviours conducive to using addictive substances, sexual harassment and know how to refuse improper affairs
- Are able to control their own movements in accord with development of each age range; are skilful in basic movements and participate in physical activities; engage in games and activities for physical capacity-strengthening for health with enjoyment and safety
- Are skilful in selecting food for consumption, toys, utensils beneficial to health; able to avoid and protect themselves from accidents
- Are able to conduct themselves properly when faced with emotional and health problems
- Observe rules, orders, agreements, advice and various steps, and willingly cooperate with others until successful completion of tasks
- Observe their own rights and respect those of others in team play

Grade 6 graduates

- Understand relationships and linkages in the functioning of various systems of the body and know how to take care of important parts of such systems
- Understand the nature of changes in various respects—physical, mental, emotional, social, and sexual urge of men and women; when entering the age of puberty and adolescence, able to appropriately adjust and manage themselves
- Understand and appreciate value of having a warm and happy life and family
- Are proud of and appreciate value of their own sex; able to correctly and appropriately observe sexual practices
- Protect and avoid risk factors and risk behaviours detrimental to health or conducive to contracting diseases, accidents, violence, addiction and sexual harassment.
- Skilful in basic movements and self-control in coordinated movement
- Know principles of movement and able to select participation in physical activities, games, folk games, Thai sports and international sports with safety and enjoyment; have sporting spirit by observing rules, regulations, their own rights and duties until successful completion of tasks

- Plan and regularly participate in physical activities and activities for physical capacity-strengthening for health as appropriate and required
- Are able to appropriately manage emotions, stress and health problems
- Are skilful in seeking knowledge, data and information for health-strengthening

Strand 1: Human Growth and Development

Standard H 1.1: Understanding of nature of human growth and development

Grade	Strands	Learning Standards
G.1	1. Explain characteristics and functions of external organs.	• Characteristics and functions of external organs that grow and develop according to age levels - Eyes, ears, throat, nose, hair, hands, feet, nails, skin, etc. - Oral organs (mouth, tongue, teeth, gums)
	2. Explain methods of taking care of external organs.	• Care and maintenance of external organs - Eyes, ears, throat, nose, mouth, tongue, teeth, hair, hands, feet, nails, skin, etc. - Oral organs (mouth, tongue, teeth, gums)
G.2	1. Explain characteristics and functions of internal organs.	• Characteristics and functions of internal organs that grow and develop according to age levels Brain, heart, liver, kidneys, lungs, stomach, intestines, etc.
	2. Explain methods of taking care of internal organs.	• Care and maintenance of internal organs - Preventing injury and impact - Exercise - Healthy eating
	3. Explain the nature of human life.	• The nature of human life from birth to death
G.3	1. Explain characteristics and growth of the human body.	• Characteristics of human physical growth that differ among individuals - Body shape - Weight - Height
	2. Compare their growth with standard criteria.	• Standard growth criteria for Thai children
	3. Specify factors affecting growth.	• Factors affecting growth - Nutrition - Exercise - Rest and sleep

Grade	Strands	Learning Standards
G.4	1. Explain physical and mental growth and development in accord with their age.	Physical and mental growth and development according to age levels (ages 9–12 years)
	2. Explain importance of muscles, bones and joints affecting health, growth and development.	The importance of muscles, bones, and joints in relation to health, growth, and development
	3. Explain methods of taking care of muscles, bones and joints for efficient functioning.	Methods of caring for muscles, bones, and joints to ensure efficient functioning
G.5	1. Explain importance of digestive and excretory systems on health, growth and development.	The importance of the digestive system and excretory system in relation to health, growth, and development
	2. Explain methods of taking care of digestive and excretory systems for functioning.	Methods of caring for the digestive system and excretory system to ensure proper functioning
G.6	1. Explain the importance of reproductive and circulatory systems affecting health, growth and development.	The importance of the reproductive system, circulatory system, and respiratory system in relation to health, growth, and development
	2. Explain methods of taking care of reproductive, circulatory and respiratory systems for normal functioning.	Methods of caring for the reproductive system, circulatory system, and respiratory system to ensure proper functioning

Strand 2: Life and Family

Standard H 2.1: Understanding and self-appreciation; family; sex education; and life skills

Grade	Strands	Learning Standards
G.1	1. Specify family members and love and bonds among family members.	Family members Love and bonding among family members
	2. Tell what they delight in and are proud of in themselves.	Personal preferences and self-pride (Personal strengths and weaknesses)
	3. Tell characteristics of differences between males and females.	- Characteristics and differences between males and females - Physical characteristics - Emotions - Personality traits
G.2	1. Specify their roles and duties and those of their family members.	- Roles and responsibilities of family members - Oneself - Parents - Siblings - Relatives
	2. Tell the importance of friends.	The importance of friends (e.g., talking, consulting, playing together, etc.)
	3. Specify behaviors appropriate to sex.	- Appropriate gender-related behaviors - Gentlemanly behavior - Ladylike behavior
	4. Explain pride in being female or male.	Pride in being male or female
G.3	1. Explain the importance and differences of the family on themselves.	- The importance of family and the differences among families - Economic status - Social background - Education
	2. Explain methods of creating relationships in the family and groups of friends.	Methods of building relationships within the family and peer groups
	3. Tell methods of avoiding behaviors conducive to sexual harassment.	Behaviors that may lead to sexual abuse or harassment (Dressing, Going out at night, Choosing friends, Substance abuse, etc.)

Grade	Strands	Learning Standards
		• Ways to avoid behaviors that may lead to sexual abuse or harassment (Refusal skills and other protective skills)
G.4	1. Explain characteristics of friends and of good family members.	• Characteristics of being a good friend and a good family member
	2. Exhibit behaviors appropriate to their sex in accord with Thai culture.	• Appropriate gender-related behaviors according to Thai culture
	3. Cite examples of methods of refusing harmful and inappropriate actions in sexual matters.	• Ways to refuse harmful and inappropriate sexual behaviors
G.5	1. Explain sexual changes and conduct themselves appropriately.	• Puberty and sexual changes and self-care • Appropriate behavior according to gender in Thai culture
	2. Explain the importance of having a warm family in accord with Thai culture.	• Characteristics of a warm and caring family in Thai culture (Extended family, Respect for relatives and kinship system)
	3. Specify desirable and undesirable behaviors in resolving conflicts in family and groups of friends.	• Desirable and undesirable behaviors in resolving family conflicts
G.6	1. Explain the importance of creating and maintaining relationships with others.	• The importance of building and maintaining relationships with others • Factors that contribute to successful group work - Individual abilities - Roles and responsibilities of group members - Acceptance of opinions and individual differences - Responsibility
	2. Analyze risk behaviors conducive to sexual intercourse, contracting AIDS and premature pregnancy.	• Risk behaviors that may lead to sexual intercourse, HIV infection, and unplanned teenage pregnancy

Strand 3: Movement, Physical Exercise, Games, Thai and International Sports

Standard H 3.1: Understanding and skills in movement; physical activities; playing games and sports

Grade	Strands	Learning Standards
G.1	1. Move body while standing still, moving and using equipment.	• The nature of body movements in daily life - Stationary movements such as sitting, standing, bending, leaning left and right, and moving wrists, ankles, arms, and legs - Locomotor movements such as walking, running, jumping, and rolling - Movements using equipment such as grasping, throwing, kicking, and striking
	2. Play miscellaneous games and participate in physical activities requiring natural movement.	• Physical activities involving natural body movements. Miscellaneous games and play activities
G.2	1. Control body movements while standing still, moving and using equipment.	• Characteristics and methods of body movements. Stationary movements such as jumping, twisting, pulling, and pushing. Locomotor movements such as tiptoeing, step-close-step, and running in a specified direction. Movements using equipment such as pinching, throwing, and striking.
	2. Play miscellaneous games and participate in physical activities with methods that depend on basic movements while standing still, moving and using equipment.	• Playing miscellaneous games and participating in physical activities that involve basic movements, including stationary, locomotor, and equipment-based movements.
G.3	1. Control body movements in guided directions while standing still, moving and using equipment.	• Body movements in place (non-locomotor movements) such as squatting and stretching, tiptoeing, bending the body, and moving the torso. Locomotor movements such as walking forward heel-to-toe, walking backward, and jumping and manipulative movements with

Grade	Strands	Learning Standards
		directional control such as flicking, throwing, tossing, and catching. Methods of controlling different types of body movements with direction
	2. Move body by using kinaesthetic skills in guiding directions for playing miscellaneous games.	Physical activities using directional movement skills in miscellaneous games and play activities
G.4	1. Can control themselves when using integrated kinaesthetic skills while standing still, moving and using equipment.	Combined body movements including stationary movements such as turning jumps and jump–stretch movements, locomotor movements such as zigzag running, changing direction while running, and galloping, and manipulative movements using equipment such as balls and ropes
	2. Practise free-hand physical exercises in accord with the beats.	Free-hand rhythmic exercise
	3. Play imitating games and activities in relays.	Mimic games and relay activities
	4. Can play at least one kind of basic sport.	Basic sports such as circle ball, handball, and net crossing games
G.5	1. Arrange patterns of integrated movements and control themselves when using kinaesthetic skills in accord with the patterns prescribed.	Organization of combined movement patterns and participation in physical activities, including stationary, locomotor, and manipulative movements as specified, such as basic stretching and flexibility exercises
	2. Play games leading to chosen sports and kinaesthetic activities in relays.	Lead-up games to sports and relay activities involving striking, tapping, catching–passing objects, throwing, and running
	3. Control movements regarding accepting and using forces and balance.	Body movements involving receiving force, applying force, and maintaining balance
	4. Show mechanical skills in participating in physical activities and playing sports.	Motor skills that affect participation in physical activities and sports

Grade	Strands	Learning Standards
	5. Can play Thai and international sports as individuals and in teams, one of each kind.	Thai sports such as sepak takraw (circle), flag relay running, and international sports such as track and field, badminton, pétanque, football, table tennis, tennis, and swimming.
	6. Explain principles and participate in at least one recreational activity.	Principles and activities of recreation.
G.6	1. Can show kinaesthetic skills with others in relays and in integration while standing still, moving and using equipment and movements attuned to songs.	Cooperative movement with others in relay-style combined activities, such as relay games, rhythmic exercise with music, basic flexibility exercises using continuous movements, and simple group formations.
	2. Classify kinaesthetic principles regarding accepting and using forces and balance of body movements in playing games and sports, and apply results for improving and increasing their practices and those of others.	Movements involving receiving force, applying force, and balance for developing motor skills in games and sports.
	3. Can play Thai and international sports as individuals and in teams, one of each kind.	Thai and international sports, both individual and team events, such as track and field (track and field events), pétanque, swimming, table tennis, volleyball, football, and sepak takraw (circle form).
	4. Use mechanical skills for improving and increasing their own capacities and those of others in playing sports.	Using motor skill information to improve and enhance performance in physical activities and sports.
	5. Participate in at least one recreational activity, and apply the knowledge or principles obtained as a basis for studying and seeking knowledge about other matters.	Applying knowledge and principles of recreational activities as a foundation for further learning and knowledge acquisition.

Strand 3: Movement, Physical Exercise, Games, Thai and International Sports

Standard H 3.2: Favour for physical exercise, playing games and sports regularly; observance of rights, rules and regulations; having sporting spirit; having true competitive spirit and appreciation of the aesthetics of sports

Grade	Strands	Learning Standards
G.1	1. Enjoy doing physical exercise and playing games as advised.	• Exercise and miscellaneous games.
	2. Observe rules, regulations and agreements in playing games as advised.	• Rules, regulations, and agreements in playing miscellaneous games.
G.2	1. Can do physical exercise and play games themselves with enjoyment.	• Exercise and playing miscellaneous games • Benefits of exercise and playing games
	2. Observe rules, regulations and agreements in games played in teams.	• Rules, regulations, and agreements for group games
G.3	1. Select physical exercises and folk games and play games suitable to their own strengths, weaknesses and limitations.	• Guidelines for choosing appropriate exercise, folk games, and traditional local games that suit each individual's strengths, weaknesses, and limitations
	2. Can observe themselves the rules, regulations and agreements of physical exercises, games and folk games.	• Exercise, games, and folk/traditional local games • Rules, regulations, and agreements for exercise, games, and folk/traditional local games
G.4	1. Do physical exercises and play games and sports that they like; able to analyse their own developmental effects by following examples and practices of others.	• Exercise and playing games according to personal preference, and participating in basic sports with others • Analysis of one's own developmental progress in exercise, games, and sports, based on examples and practices of others • The value of exercise, games, and sports on health
	2. Observe rules and regulations of basic sports in accord with the respective kinds of sports played.	• Following rules and regulations in basic sports according to the type of sport being played

Grade	Strands	Learning Standards
G.5	1. Do physical exercises by following patterns, play games requiring thinking skills and decision-making.	- Principles and Forms of Exercise - Exercise and Gaming, including Miscellaneous Games, Imitative Games, Lead-up Games, and Traditional/Folk Games
	2. Regularly play their favourite sports by creating a variety of alternatives for their own practice, and have sporting spirit.	- Regular Participation in Age-Appropriate Thai and International Sports (Both Individual and Team Sports) - Creating Diverse Options for Sports Practice and Demonstrating Sportsmanship
	3. Observe rules and regulations of playing games and Thai and international sports in accord with the respective kinds of sports played.	- Rules and Regulations for Games, Thai Sports, and International Sports According to the Specific Sport Being Played - Offensive and Defensive Strategies in Thai and International Sports Being Played
	4. Observe their own rights, do not infringe on those of others and accept individual differences in playing games and Thai and international sports.	- Personal Rights and the Rights of Others in Games and Sports - Individual Differences in Games and Sports Participation
G.6	1.Explain the benefits and principles of doing physical exercise for health, physical capacity and personality-strengthening.	Benefits and Principles of Exercise for Health, Physical Fitness, and Personality Development
	2. Play games requiring planning skills, and able to increase skills for physical exercises and movements on a systematic basis.	- Playing Strategy-Based Games / Tactical Games - Systematic Enhancement of Exercise and Movement Skills
	3. Play their favourite sports and able to regularly assess their own playing skills.	- Participation in Preferred Individual and Team Sports - Self-Assessment of Sports Skills
	4. Observe rules and regulations of the respective kinds of sports played, bearing in mind their own safety and that of others.	Rules and Regulations for Thai and International Sports According to the Specific Sport Being Played

Grade	Strands	Learning Standards
	5. Distinguish offensive and defensive strategies and apply teams in playing sports.	• Offensive and Defensive Strategies in Sports
	6. Play games and sports in unity and have sporting spirit.	• Building Unity and Sportsmanship in Games and Sports Participation

Strand 4: Health Strengthening, Capacities and Disease Prevention

Standard H4.1: Appreciation and skills in health strengthening; maintaining one's health; disease prevention and strengthening capacity for health

Grade	Strands	Learning Standards
G.1	1. Observe the principles of the National Health Regulations as advised.	• Adhering to the National Health Commandments
	2. Tell symptoms of their own illness.	• Symptoms of Illness Experiencing by Oneself - Headache - Fever / High Body Temperature - Runny Nose - Stomachache - Rashes (Scalp and Skin) - Bruises, etc.
	3. Follow advice when they have symptoms of an illness.	• How to Take Care of Oneself When Feeling Ill
G.2	1. Tell characteristics of having good health.	• Characteristics of Good Health - Physical Fitness / Healthy Body - Cheerful and Positive Mind - Happiness - Safety / Well-being
	2. Choose to take nutritious food.	• Healthy and Unhealthy Foods
	3. Specify utensils and toys detrimental to health.	• Consumer Goods and Toys that Negatively Affect Health
	4. Explain symptoms and methods of protection from possible illnesses and injuries.	• Symptoms and Prevention of Illnesses - Pink Eye (Conjunctivitis), Diarrhea, etc. • Symptoms and Prevention of Injuries - Cuts from Sharp Objects, Insect Bites and Stings, Falls, etc.
	5. Follow advice when they have symptoms of illnesses and injuries.	• How to Regulate Oneself When Sick or Injured
G.3	1. Explain transmission and methods of protection from spreading of diseases.	• Transmission and Prevention of Disease Spread
	2. Classify the 5 groups of essential nutrients.	• The 5 Essential Food Groups

Grade	Strands	Learning Standards
	3. Choose to take a varied diet with all the 5 groups of essential nutrients in appropriate proportion.	• Making Appropriate Food Choices - Variety of Food Types Within Each Food Group - Proportions and Quantities of Food (According to the Nutrition Flag)
	4. Show correct method of brushing teeth for proper cleaning.	• Proper and Thorough Toothbrushing Techniques (Including the Gumline and Tooth Necks)
	5. Can strengthen physical capacities as advised.	• Enhancing Physical Fitness for Health - Physical Fitness Testing Methods - Methods for Enhancing Health-Related Fitness Through Exercise, Rest, and Recreational Activities
G.4	1. Explain relationship between the environment and health.	• The Relationship Between the Environment and Health • Creating a Hygienic and Health-Promoting Environment
	2. Explain states of emotions and feelings affecting health.	• Emotional States and Feelings, such as Anger, Irritability, Stress, Hatred, Sorrow, Sadness, Anxiety, Fear, Aggression, Jealousy, Envy, Boredom, Discouragement, Joy, Satisfaction, Love, Admiration, Fun, and Comfort. • Effects on Health - Positive Effects: Feeling refreshed, smiling, cheerful, lively, etc. - Negative Effects: Headaches, stomachaches, loss of appetite, fatigue, etc.
	3. Analyze data on labels of food and health products to make consumption choices.	• Analyzing Information on Food Labels and Health Products
	4. Test and improve physical capacities from the results of physical fitness testing.	• Physical Fitness Testing • Improving Physical Fitness Based on Fitness Test Results
G.5	1. Show behaviors that recognize the importance of observing the National Health Regulations.	• The importance of adhering to the National Health Guidelines.
	2. Search for data and information for health-strengthening.	• Sources and Methods for Seeking Health Information • Utilizing Health Information for Health Promotion

Grade	Strands	Learning Standards
	3. Analyze advertising media to inform decision-making when choosing to buy food and health products with proper reasons.	Decision-Making for Purchasing Food and Health Products (e.g., Food, Cosmetics, Oral Care Products, etc.)
	4. Observe requirements for self-protection from diseases frequently found in daily life.	- Self-Care Practices for Preventing Common Diseases in Daily Life - The Common Cold / Flu - Dengue Fever - Skin Diseases - Dental Caries (Tooth Decay) and Periodontal Diseases, etc.
	5. Test and improve physical capacity from results of physical fitness testing.	- Physical Fitness Testing - Improving Physical Fitness Based on Fitness Test Results
G.6	1. Show behaviors for preventing and solving environmental problems affecting health.	- The Importance of the Environment Affecting Health - Environmental Problems Affecting Health - Prevention and Solutions for Environmental Problems Affecting Health
	2. Analyze effects from spreading of diseases and propose guidelines for preventing important communicable diseases prevalent in Thailand.	- Major Communicable Diseases Currently Outbreaking - Impacts of Disease Outbreaks - Prevention of Disease Outbreaks
	3. Show behaviors indicating responsibility for health for all.	Behaviors Demonstrating Responsibility for Public Health
	4. Continuously strengthen and improve physical capacity for health.	- Physical Fitness Testing Methods - Enhancing and Improving Physical Fitness Based on Fitness Test Results

Strand 5: Safety in Life

Standard H5.1: Prevention and avoidance of risk factors; behaviours detrimental to health; accidents; use of medicines; addictive substances and violence

Grade	Strands	Learning Standards
G.1	1. Specify harmful things at home and in school, and methods of protection.	• Hazards / Causes of Danger at Home and School • Prevention of Danger / Accidents at Home and School
	2. Tell causes and protection from harm resulting from play.	• Dangers / Hazards from Playing - Causes of Play-Related Injuries and Dangers - Prevention of Play-Related Injuries and Dangers
	3. Express words or gestures for seeking help when there are dangerous incidents at home and in school.	• Seeking Help During Emergencies / Incidents at Home and School - People to Contact for Help - Verbal Expressions and Gestures for Requesting Help
G.2	1. Conduct themselves for protection from possible accidents in water and on land.	• Water and Land Accidents - Causes of Water and Land Accidents - Prevention Methods for Water and Land Accidents
	2. Tell names of household medicines and use them as advised.	• Household Remedies / Common Household Medicines - Names of Common Household Medicines - Appropriate Medicine Usage Based on Necessity and Symptoms
	3. Specify the dangers of addictive substances and dangerous substances around them, and methods of protection.	• Addictive Substances and Nearby Hazardous Substances - Dangers and Harmful Effects of Addictive and Hazardous Substances - Prevention Methods
	4. Observe the symbols or warning signs for harmful objects or places.	• Symbols and Warning Signs for Hazardous Objects or Locations - Meanings of Symbols and Warning Signs
	5. Explain causes and dangers of fires, and explain methods for fire protection as well as show fire escape routes.	• Fire Hazards / Fire Outbreaks - Causes of Fire Outbreaks - Dangers and Injuries Resulting from Fires - Fire Prevention and Fire Evacuation Techniques

Grade	Strands	Learning Standards
G.3	1. Conduct themselves for safety from accidents at home, in school and while travelling.	• Practices for safety from accidents at home, at school, and while traveling
	2. Show methods of seeking help from persons and various sources when there are dangerous incidents or accidents.	• Seeking help from people and various sources when dangerous situations or accidents occur
	3. Show methods of first aid treatment when injured from play.	• Injuries from playing - Types/characteristics of injuries - First aid methods (treating injuries, stopping bleeding, etc.)
G.4	1. Explain the importance of the use of medicines and proper methods for using medicines.	• The importance of using medicine properly • Principles of medicine use
	2. Show methods of first aid treatment when harmed by misuse of medicines, chemicals, insect and animal bites, and injuries from playing sports.	• First aid methods - Incorrect use of medicine - Chemicals - Insect and animal bites/stings - Sports injuries
	3. Analyse the damage of cigarette smoking and alcoholic drinks on health and analyse methods of protection.	• Harmful effects of smoking and drinking alcohol, and prevention methods
G.5	1. Analyse the factors influencing the use of addictive substances.	• Factors influencing substance abuse (alcohol, cigarettes, methamphetamine, inhalants, etc.) - Family, society, and friends - Values and beliefs - Health problems - Media, etc.
	2. Analyse effects of the use of medicines and addictive substances on the body, mind, emotions, society and the intellect.	• Effects of drug and substance abuse on the body, mind, emotions, society, and intelligence/intellectual development

Grade	Strands	Learning Standards
	3. Conduct themselves for safety from misuse of medicines and to avoid addictive substances.	• Safe practices for using medicine • Avoiding addictive substances/drugs
	4. Analyse the influence of media on health behaviours.	• Influence of media on health behavior (internet, games, etc.)
	5. Conduct themselves for protection from harm from playing sports.	• Practices for preventing injuries from sports activities
G.6	1. Analyse effects of violence from natural disasters on the body, mind and society.	• Natural disasters - Characteristics of natural disasters - Effects of severe natural disasters on the body, mind, and society
	2. Specify self-conduct for safety from natural disasters.	• Practices for safety during natural disasters
	3. Analyse causes of addiction to drugs and persuade others to avoid the use of drugs.	• Causes of substance addiction • Communication skills for encouraging others to avoid addictive substances/drugs

School Curriculum Structure

Structure and Time Rate of Learning Management (General classroom, Academic Year 2026)
 Baan Sankamphaeng School Educational Institution Curriculum, 2026
 According to the Basic Education Core Curriculum, B.E. 2008
 (revised version B.E. 2017)

Learning subjects/ activities	Class time					
	Elementary school					
	G. 1	G. 2	G. 3	G. 4	G. 5	G. 6
Learning subject group						
Thai language	200	200	200	160	160	160
Mathematics	200	200	200	160	160	160
Science and Technology	80	80	80	120	120	120
Social studies, Religion and Culture	40	40	40	80	80	80
History	40	40	40	40	40	40
Health and Physical Education	80	80	80	80	80	80
Art	40	40	40	40	40	40
Career	40	40	40	40	40	40
Foreign language	120	120	120	120	120	120
Total class time (Basic)	840	840	840	840	840	840
Additional courses	120	120	120	120	120	120
Knowledge Inquiry (Grade 4, 5, 6)	-	-	-	40	40	40
Chinese	40	40	40	40	40	40
English for communication	80	80	80	-	-	-
Learner development activities	120	120	120	120	120	120
1. Counselling activities	40	40	40	40	40	40
2. Boy scouts – Girl scout activities	30	30	30	30	30	30
3. Club activities	40	40	40	40	40	40
4. Social and Public Interest activities	10	10	10	10	10	10
Total learning time curriculum structure	1,080 hours/ year					
Extra – curriculum activities	120	120	120	120	120	120
Learning Activities for Intellectual Creativity	40	40	40	40	40	40
Aesthetic Development Activities	40	40	40	40	40	40
Technology and Media Literacy Activities	40	40	40	40	40	40
Total class time	1,200 hours/ year					

School curriculum structure (General classroom, academic year 2026)

Grade 1

Subjects/ activities	Class time (hours/ year)
Basic course	840
TH 11101 Thai language	200
M 11101 Mathematics	200
SC 11101 Science and Technology	80
SO 11101 Social studies, Religion and Culture	40
SO 11102 History	40
HP 11101 Health and Physical Education	80
AR 11101 Art	40
OT 11101 Career	40
FO 11101 English	120
Additional courses	120
FO 11201 Chinese	40
FO 11202 English for communication	80
Learner development activities	120
1. Counselling activities	40
2. Boy scouts – Girl scout activities	30
3. Club activities	40
4. Social and Public Interest activities	10
Total learning time curriculum structure	1,080 hours/ year
Extra – curriculum activities	120
Learning Activities for Intellectual Creativity	40
Aesthetic Development Activities	40
Technology and Media Literacy Activities	40
Total class time	1,200 hours/year

School curriculum structure (General classroom, academic year 2026)

Grade 2

Subjects/ activities	Class time (hours/ year)
Basic course	840
TH 12101 Thai language	200
M 12101 Mathematics	200
SC 12101 Science and Technology	80
SO 12101 Social studies, Religion and Culture	40
SO 12102 History	40
HP 12101 Health and Physical Education	80
AR 12101 Art	40
OT 12101 Career	40
FO 12101 English	120
Additional courses	120
FO 12201 Chinese	40
FO 12202 English for communication	80
Learner development activities	120
1. Counselling activities	40
2. Boy scouts – Girl scout activities	30
3. Club activities	40
4. Social and Public Interest activities	10
Total learning time curriculum structure	1,080 hours/ year
Extra – curriculum activities	120
Learning Activities for Intellectual Creativity	40
Aesthetic Development Activities	40
Technology and Media Literacy Activities	40
Total class time	1,200 hours/year

School curriculum structure (General classroom, academic year 2026)

Grade 3

Subjects/ activities	Class time (hours/ year)
Basic course	840
TH 13101 Thai language	200
M 13101 Mathematics	200
SC 13101 Science and Technology	80
SO 13101 Social studies, Religion and Culture	40
SO 13102 History	40
HP 13101 Health and Physical Education	80
AR 13101 Art	40
OT 13101 Career	40
FO 13101 English	120
Additional courses	120
FO 13201 Chinese	40
FO 13202 English for communication	80
Learner development activities	120
1. Counselling activities	40
2. Boy scouts – Girl scout activities	30
3. Club activities	40
4. Social and Public Interest activities	10
Total learning time curriculum structure	1,080 hours/ year
Extra – curriculum activities	120
Learning Activities for Intellectual Creativity	40
Aesthetic Development Activities	40
Technology and Media Literacy Activities	40
Total class time	1,200 hours/year

School curriculum structure (General classroom, academic year 2026)

Grade 4

Subjects/ activities	Class time (hours/ year)
Basic course	840
TH 14101 Thai language	160
M 14101 Mathematics	160
SC 14101 Science and Technology	120
SO 14101 Social studies, Religion and Culture	80
SO 14102 History	40
HP 14101 Health and Physical Education	80
AR 14101 Art	40
OT 14101 Career	40
FO 14101 English	120
Additional courses	80
I 14201 Knowledge Inquiry	40
FO 14202 Chinese	40
Learner development activities	120
1. Counselling activities	40
2. Boy scouts – Girl scout activities	30
3. Club activities	40
4. Social and Public Interest activities	10
Total learning time curriculum structure	1,080 hours/ year
Extra – curriculum activities	120
Learning Activities for Intellectual Creativity	40
Aesthetic Development Activities	40
Technology and Media Literacy Activities	40
Total class time	1,200 hours/year

School curriculum structure (General classroom, academic year 2026)

Grade 5

Subjects/ activities	Class time (hours/ year)
Basic course	840
TH 15101 Thai language	160
M 15101 Mathematics	160
SC 15101 Science and Technology	120
SO 15101 Social studies, Religion and Culture	80
SO 15102 History	40
HP 15101 Health and Physical Education	80
AR 15101 Art	40
OT 15101 Career	40
FO 15101 English	120
Additional courses	80
I 15201 Knowledge Inquiry	40
FO 15202 Chinese	40
Learner development activities	120
1. Counselling activities	40
2. Boy scouts – Girl scout activities	30
3. Club activities	40
4. Social and Public Interest activities	10
Total learning time curriculum structure	1,080 hours/ year
Extra – curriculum activities	120
Learning Activities for Intellectual Creativity	40
Aesthetic Development Activities	40
Technology and Media Literacy Activities	40
Total class time	1,200 hours/year

School curriculum structure (General classroom, academic year 2026)

Grade 6

Subjects/ activities	Class time (hours/ year)
Basic course	840
TH 16101 Thai language	160
M 16101 Mathematics	160
SC 16101 Science and Technology	120
SO 16101 Social studies, Religion and Culture	80
SO 16102 History	40
HP 16101 Health and Physical Education	80
AR 16101 Art	40
OT 16101 Career	40
FO 16101 English	120
Additional courses	80
I 16201 Knowledge Inquiry	40
FO 16202 Chinese	40
Learner development activities	120
1. Counselling activities	40
2. Boy scouts – Girl scout activities	30
3. Club activities	40
4. Social and Public Interest activities	10
Total learning time curriculum structure	1,080 hours/ year
Extra – curriculum activities	120
Learning Activities for Intellectual Creativity	40
Aesthetic Development Activities	40
Technology and Media Literacy Activities	40
Total class time	1,200 hours/year

Structure and Time Rate of Learning Management (MEP classroom, Academic Year 2026)

Baan Sankamphaeng School Educational Institution Curriculum, 2026

According to the Basic Education Core Curriculum, B.E. 2008

(revised version B.E. 2017)

Learning subjects/ activities	Class time					
	Elementary school					
	G. 1	G. 2	G. 3	G. 4	G. 5	G. 6
Learning subject group						
Thai language	200	200	200	160	160	160
Mathematics	200	200	200	160	160	160
Science and Technology	80	80	80	120	120	120
Social studies, Religion and Culture	40	40	40	80	80	80
History	40	40	40	40	40	40
Health and Physical Education	80	80	80	80	80	80
Art	40	40	40	40	40	40
Career	40	40	40	40	40	40
Foreign language	120	120	120	120	120	120
Total class time (Basic)	840	840	840	840	840	840
Additional courses	120	120	120	120	120	120
Knowledge Inquiry (Grade 4, 5, 6)	-	-	-	40	40	40
Chinese	40	40	40	40	40	40
English for communication	80	80	80	40	40	40
Learner development activities	120	120	120	120	120	120
1. Counselling activities	40	40	40	40	40	40
2. Boy scouts – Girl scout activities	30	30	30	30	30	30
3. Club activities	40	40	40	40	40	40
4. Social and Public Interest activities	10	10	10	10	10	10
Total learning time curriculum structure	1,080 hours/ year					
Extra – curriculum activities	120	120	120	120	120	120
Learning Activities for Intellectual Creativity	40	40	40	40	40	40
Aesthetic Development Activities	40	40	40	40	40	40
Technology and Media Literacy Activities	40	40	40	40	40	40
Total class time	1,200 hours/ year					

School curriculum structure (MEP classroom, academic year 2026)

Grade 1

Subjects/ activities	Class time (hours/ year)
Basic course	840
TH 11101 Thai language	200
M 11101 Mathematics	200
SC 11101 Science and Technology	80
SO 11101 Social studies, Religion and Culture	40
SO 11102 History	40
HP 11101 Health and Physical Education	80
AR 11101 Art	40
OT 11101 Career	40
FO 11101 English	120
Additional courses	120
FO 11201 Chinese	40
FO 11202 English for communication	80
Learner development activities	120
1. Counselling activities	40
2. Boy scouts – Girl scout activities	30
3. Club activities	40
4. Social and Public Interest activities	10
Total learning time curriculum structure	1,080 hours/ year
Extra – curriculum activities	120
Learning Activities for Intellectual Creativity	40
Aesthetic Development Activities	40
Technology and Media Literacy Activities	40
Total class time	1,200 hours/year

School curriculum structure (MEP classroom, academic year 2026)

Grade 2

Subjects/ activities	Class time (hours/ year)
Basic course	840
TH 12101 Thai language	200
M 12101 Mathematics	200
SC 12101 Science and Technology	80
SO 12101 Social studies, Religion and Culture	40
SO 12102 History	40
HP 12101 Health and Physical Education	80
AR 12101 Art	40
OT 12101 Career	40
FO 12101 English	120
Additional courses	120
FO 12201 Chinese	40
FO 12202 English for communication	80
Learner development activities	120
1. Counselling activities	40
2. Boy scouts – Girl scout activities	30
3. Club activities	40
4. Social and Public Interest activities	10
Total learning time curriculum structure	1,080 hours/ year
Extra – curriculum activities	120
Learning Activities for Intellectual Creativity	40
Aesthetic Development Activities	40
Technology and Media Literacy Activities	40
Total class time	1,200 hours/year

School curriculum structure (MEP classroom, academic year 2026)

Grade 3

Subjects/ activities	Class time (hours/ year)
Basic course	840
TH 13101 Thai language	200
M 13101 Mathematics	200
SC 13101 Science and Technology	80
SO 13101 Social studies, Religion and Culture	40
SO 13102 History	40
HP 13101 Health and Physical Education	80
AR 13101 Art	40
OT 13101 Career	40
FO 13101 English	120
Additional courses	120
FO 13201 Chinese	40
FO 13202 English for communication	80
Learner development activities	120
1. Counselling activities	40
2. Boy scouts – Girl scout activities	30
3. Club activities	40
4. Social and Public Interest activities	10
Total learning time curriculum structure	1,080 hours/ year
Extra – curriculum activities	120
Learning Activities for Intellectual Creativity	40
Aesthetic Development Activities	40
Technology and Media Literacy Activities	40
Total class time	1,200 hours/year

School curriculum structure (MEP classroom, academic year 2026)

Grade 4

Subjects/ activities	Class time (hours/ year)
Basic course	840
TH 14101 Thai language	160
M 14101 Mathematics	160
SC 14101 Science and Technology	120
SO 14101 Social studies, Religion and Culture	80
SO 14102 History	40
HP 14101 Health and Physical Education	80
AR 14101 Art	40
OT 14101 Career	40
FO 14101 English	120
Additional courses	120
I 14201 Knowledge Inquiry	40
FO 14202 Chinese	40
FO 14203 English for communication	40
Learner development activities	120
1. Counselling activities	40
2. Boy scouts – Girl scout activities	30
3. Club activities	40
4. Social and Public Interest activities	10
Total learning time curriculum structure	1,080 hours/ year
Extra – curriculum activities	120
Learning Activities for Intellectual Creativity	40
Aesthetic Development Activities	40
Technology and Media Literacy Activities	40
Total class time	1,200 hours/year

School curriculum structure (MEP classroom, academic year 2026)

Grade 5

Subjects/ activities	Class time (hours/ year)
Basic course	840
TH 15101 Thai language	160
M 15101 Mathematics	160
SC 15101 Science and Technology	120
SO 15101 Social studies, Religion and Culture	80
SO 15102 History	40
HP 15101 Health and Physical Education	80
AR 15101 Art	40
OT 15101 Career	40
FO 15101 English	120
Additional courses	120
I 15201 Knowledge Inquiry	40
FO 15202 Chinese	40
FO 15203 English for communication	40
Learner development activities	120
1. Counselling activities	40
2. Boy scouts – Girl scout activities	30
3. Club activities	40
4. Social and Public Interest activities	10
Total learning time curriculum structure	1,080 hours/ year
Extra – curriculum activities	120
Learning Activities for Intellectual Creativity	40
Aesthetic Development Activities	40
Technology and Media Literacy Activities	40
Total class time	1,200 hours/year

School curriculum structure (MEP classroom, academic year 2026)

Grade 6

Subjects/ activities	Class time (hours/ year)
Basic course	840
TH 16101 Thai language	160
M 16101 Mathematics	160
SC 16101 Science and Technology	120
SO 16101 Social studies, Religion and Culture	80
SO 16102 History	40
HP 16101 Health and Physical Education	80
AR 16101 Art	40
OT 16101 Career	40
FO 16101 English	120
Additional courses	120
I 16201 Knowledge Inquiry	40
FO 16202 Chinese	40
FO 16203 English for communication	40
Learner development activities	120
1. Counselling activities	40
2. Boy scouts – Girl scout activities	30
3. Club activities	40
4. Social and Public Interest activities	10
Total learning time curriculum structure	1,080 hours/ year
Extra – curriculum activities	120
Learning Activities for Intellectual Creativity	40
Aesthetic Development Activities	40
Technology and Media Literacy Activities	40
Total class time	1,200 hours/year

Structure and Time Rate of Learning Management (SMP classroom, Academic Year 2026)

Baan Sankamphaeng School Educational Institution Curriculum, 2026

According to the Basic Education Core Curriculum, B.E. 2008

(revised version B.E. 2017)

Learning subjects/ activities	Class time					
	Elementary school					
	G. 1	G. 2	G. 3	G. 4	G. 5	G. 6
Learning subject group						
Thai language	200	200	200	160	160	160
Mathematics	200	200	200	160	160	160
Science and Technology	80	80	80	120	120	120
Social studies, Religion and Culture	40	40	40	80	80	80
History	40	40	40	40	40	40
Health and Physical Education	80	80	80	80	80	80
Art	40	40	40	40	40	40
Career	40	40	40	40	40	40
Foreign language	120	120	120	120	120	120
Total class time (Basic)	840	840	840	840	840	840
Additional courses	120	120	120	120	120	120
Knowledge Inquiry (Grade 4, 5, 6)	-	-	-	40	40	40
Chinese	40	40	40	40	40	40
STEAM Education	80	80	80	40	40	40
Learner development activities	120	120	120	120	120	120
1. Counselling activities	40	40	40	40	40	40
2. Boy scouts – Girl scout activities	30	30	30	30	30	30
3. Club activities	40	40	40	40	40	40
4. Social and Public Interest activities	10	10	10	10	10	10
Total learning time curriculum structure	1,080 hours/ year					
Extra – curriculum activities	120	120	120	120	120	120
Learning Activities for Intellectual Creativity	40	40	40	40	40	40
Aesthetic Development Activities	40	40	40	40	40	40
Technology and Media Literacy Activities	40	40	40	40	40	40
Total class time	1,200 hours/ year					

School curriculum structure (SMP classroom, academic year 2026)

Grade 1

Subjects/ activities	Class time (hours/ year)
Basic course	840
TH 11101 Thai language	200
M 11101 Mathematics	200
SC 11101 Science and Technology	80
SO 11101 Social studies, Religion and Culture	40
SO 11102 History	40
HP 11101 Health and Physical Education	80
AR 11101 Art	40
OT 11101 Career	40
FO 11101 English	120
Additional courses	120
FO 11201 Chinese	40
SC 11203 STEAM Education	80
Learner development activities	120
1. Counselling activities	40
2. Boy scouts – Girl scout activities	30
3. Club activities	40
4. Social and Public Interest activities	10
Total learning time curriculum structure	1,080 hours/ year
Extra – curriculum activities	120
Learning Activities for Intellectual Creativity	40
Aesthetic Development Activities	40
Technology and Media Literacy Activities	40
Total class time	1,200 hours/year

School curriculum structure (SMP classroom, academic year 2026)

Grade 2

Subjects/ activities	Class time (hours/ year)
Basic course	840
TH 12101 Thai language	200
M 12101 Mathematics	200
SC 12101 Science and Technology	80
SO 12101 Social studies, Religion and Culture	40
SO 12102 History	40
HP 12101 Health and Physical Education	80
AR 12101 Art	40
OT 12101 Career	40
FO 12101 English	120
Additional courses	120
FO 12201 Chinese	40
SC 12203 STEAM Education	80
Learner development activities	120
1. Counselling activities	40
2. Boy scouts – Girl scout activities	30
3. Club activities	40
4. Social and Public Interest activities	10
Total learning time curriculum structure	1,080 hours/ year
Extra – curriculum activities	120
Learning Activities for Intellectual Creativity	40
Aesthetic Development Activities	40
Technology and Media Literacy Activities	40
Total class time	1,200 hours/year

School curriculum structure (SMP classroom, academic year 2026)

Grade 3

Subjects/ activities	Class time (hours/ year)
Basic course	840
TH 13101 Thai language	200
M 13101 Mathematics	200
SC 13101 Science and Technology	80
SO 13101 Social studies, Religion and Culture	40
SO 13102 History	40
HP 13101 Health and Physical Education	80
AR 13101 Art	40
OT 13101 Career	40
FO 13101 English	120
Additional courses	120
FO 13201 Chinese	40
SC 13203 STEAM Education	80
Learner development activities	120
1. Counselling activities	40
2. Boy scouts – Girl scout activities	30
3. Club activities	40
4. Social and Public Interest activities	10
Total learning time curriculum structure	1,080 hours/ year
Extra – curriculum activities	120
Learning Activities for Intellectual Creativity	40
Aesthetic Development Activities	40
Technology and Media Literacy Activities	40
Total class time	1,200 hours/year

School curriculum structure (SMP classroom, academic year 2026)

Grade 4

Subjects/ activities	Class time (hours/ year)
Basic course	840
TH 14101 Thai language	160
M 14101 Mathematics	160
SC 14101 Science and Technology	120
SO 14101 Social studies, Religion and Culture	80
SO 14102 History	40
HP 14101 Health and Physical Education	80
AR 14101 Art	40
OT 14101 Career	40
FO 14101 English	120
Additional courses	120
I 14201 Knowledge Inquiry	40
FO 14202 Chinese	40
SC 14203 STEAM Education	40
Learner development activities	120
1. Counselling activities	40
2. Boy scouts – Girl scout activities	30
3. Club activities	40
4. Social and Public Interest activities	10
Total learning time curriculum structure	1,080 hours/ year
Extra – curriculum activities	120
Learning Activities for Intellectual Creativity	40
Aesthetic Development Activities	40
Technology and Media Literacy Activities	40
Total class time	1,200 hours/year

School curriculum structure (SMP classroom, academic year 2026)

Grade 5

Subjects/ activities	Class time (hours/ year)
Basic course	840
TH 15101 Thai language	160
M 15101 Mathematics	160
SC 15101 Science and Technology	120
SO 15101 Social studies, Religion and Culture	80
SO 15102 History	40
HP 15101 Health and Physical Education	80
AR 15101 Art	40
OT 15101 Career	40
FO 15101 English	120
Additional courses	120
I 15201 Knowledge Inquiry	40
FO 15202 Chinese	40
SC 15203 STEAM Education	40
Learner development activities	120
1. Counselling activities	40
2. Boy scouts – Girl scout activities	30
3. Club activities	40
4. Social and Public Interest activities	10
Total learning time curriculum structure	1,080 hours/ year
Extra – curriculum activities	120
Learning Activities for Intellectual Creativity	40
Aesthetic Development Activities	40
Technology and Media Literacy Activities	40
Total class time	1,200 hours/year

School curriculum structure (SMP classroom, academic year 2026)

Grade 6

Subjects/ activities	Class time (hours/ year)
Basic course	840
TH 16101 Thai language	160
M 16101 Mathematics	160
SC 16101 Science and Technology	120
SO 16101 Social studies, Religion and Culture	80
SO 16102 History	40
HP 16101 Health and Physical Education	80
AR 16101 Art	40
OT 16101 Career	40
FO 16101 English	120
Additional courses	120
I 16201 Knowledge Inquiry	40
FO 16202 Chinese	40
SC 16203 STEAM Education	40
Learner development activities	120
1. Counselling activities	40
2. Boy scouts – Girl scout activities	30
3. Club activities	40
4. Social and Public Interest activities	10
Total learning time curriculum structure	1,080 hours/ year
Extra – curriculum activities	120
Learning Activities for Intellectual Creativity	40
Aesthetic Development Activities	40
Technology and Media Literacy Activities	40
Total class time	1,200 hours/year

Course description

Course Description

Basic Health Course

Code : H11101

Grade 1

Time : 80 hours/Year

Study the organs and functions of the organs of the body. How to clean and maintain the body. Tell your prominent point and weak point. The role of self and family members, as well as the distinction between males and females. The practice of national health.

Medication guidelines, causes and dangers of home accidents, first aid. How to use words and gestures for help when accidents and injuries.

The value of bringing knowledge into everyday use. Respect the rules, courtesy of playing sports games. Work as assigned by the group, comply with national health principles. Prevent injury and illness as recommended. Have good habits in eating. Recognize negative effects on health. Adjust your mood as recommended. Avoid behavior that leads to health risks. Drug use, self-help, and others from the accident.

Pollution and chemicals.

Total 15 Indicators

Formative Indicators 10 Indicators

H 1.1 Gr1/1

H 2.1 Gr1/1, Gr1/3

H 3.1 Gr1/1

H 3.2 Gr1/1, Gr1/2

H 4.1 Gr1/2, Gr1/3

H 5.1 Gr1/1, Gr1/2

Summative indicator 5 Indicators

H 1.1 Gr1/2

H 2.1 Gr1/2

H 3.1 Gr1/2

H 4.1 Gr1/1

H 5.1 Gr1/3

Course Description

Basic Health Course

Code : H12101

Grade 2

Time : 80 hours/Year

Study, observe and gather knowledge and practice. Discuss, interrogate, record, find answers, explain, and exchange information and opinions about body parts and organs. Prevention, care and cleanliness of the internal organs of the body. Physical development and mental development. Understand and understand environmental issues within ASEAN countries. Choose to eat healthy food, have good habits according to national health regulations. Good points and bad points. Be careful of illness. Causes, hazards and prevention of water and land accidents. How to use home remedies. Substance Abuse and Hazardous Substances. Meaning of symbols and warning signs of dangerous objects or places. Cause, danger and fire protection. Spending time to benefit. Define their practices for good health.

Using the inquiry process, surveying, querying, recording, grouping information. To have the knowledge, understanding, living skills, good health and good health. Self-safety, family and community
A good role model for health. Deal with conflict, strain, and emotional problems to seek, selection and use of health information. Bring knowledge to use in everyday life.

Total 21 Indicators

Formative Indicators 15 Indicators

H 1.1 Gr2/1, Gr2/3

H 2.1 Gr2/1, Gr2/2, Gr2/3

H 3.1 Gr2/1, Gr2/2

H 3.2 Gr2/2

H 4.1 Gr2/1, Gr2/2, Gr 2/3, Gr2/4,

H 5.1 Gr2/2, Gr2/3, Gr2/4

Summative indicator 5 Indicators

H 1.1 Gr2/2

H 2.1 Gr2/4

H 3.2 Gr2/1

H 4.1 Gr2/5

H 5.1 Gr2/1, Gr2/5

Course Description

Basic Health Course

Code : H13101

Grade 3

Time : 80 hours/Year

Study, observe and gather knowledge and practice. Explain, interrogate, record, find answers, explain, and exchange information and express opinions about the nature and growth of the human body. Thai Children's Growth Criteria. Factors affecting growth. Healthy eating choices. The 5 food groups. Nutritional Command and Nutrition Flag. The Importance and Difference of Self-Affected Families. Family relationships and friends. Behavior that leads to sexual exploitation, how to avoid behavior that leads to sexual abuse. Care for illness, communicable diseases and how to prevent the spread of communicable diseases in the local and ASEAN community. The practice of healthy eating by brushing properly. Strengthening fitness through exercise, relaxation and recreation. Homemade safety practices, school and travel. Getting help from people and resources when a disaster or accident occurs. Characteristics of injuries and first aid methods.

Using the inquiry process, surveying, querying, recording, grouping information. To have the knowledge, understanding, living skills, good health and good health. Self-safety, family and community.

A good role model for health. Deal with conflict, strain, and emotional problems to seek, selection and use of health information. Bring knowledge to use in everyday life.

Total 18 Indicators

Formative Indicators 11 Indicators

H 1.1 Gr3/1, Gr3/3

H 2.1 Gr3/1, Gr3/3

H 3.1 Gr3/1, Gr3/2

H 3.2 Gr3/2

H 4.1 Gr3/2, Gr3/4

H 5.1 Gr3/2 , Gr3/3

Summative indicator 7 Indicators

H 1.1 Gr3/2

H 2.1 Gr3/2

H 3.2 Gr3/1

H 4.1 Gr3/1, Gr3/3, Gr3/5

H 5.1 Gr3/1

Course Description

Basic Health Course

Code : H14101

Grade 4

Time : 80 hours/Year

Study, observe and gather knowledge and practice. Discuss, ask questions, record, find answers, explain, exchange information, think, analyze, and comment about growth. Prevention and treatment of various aspects of the body, ages 9-12 years. The importance of muscle, bone, digestive system, digestive system, factors affecting growth, food choices, health products suitable for ages and groups, sexual hygiene, cautious accident, use Medicine, First Aid for Injuries from Play, Misuse of Drugs and Chemical. The disadvantage of smoking. Drinking alcohol and recognize the relationship between the environment and health and disease prevention among ASEAN countries. Choose exercise, relax, spend time to benefit. Define their practices in health promotion.

Using the inquiry process, surveying, querying, recording, grouping information. To have the knowledge, understanding, living skills, good health and good health. Self-safety, family and community

A good role model for health. Deal with conflict, strain, and emotional problems to seek, selection and use of health information. Bring knowledge to use in everyday life.

Total 19 Indicators

Formative Indicators 13 Indicators

H 1.1 Gr4/1, Gr4/2

H 2.1 Gr4/1, Gr4/3

H 3.1 Gr4/1, Gr4/2, Gr4/3, Gr4/4

H 3.2 Gr4/2

H 4.1 Gr4/1, Gr4/2, Gr4/3

H 5.1 Gr4/1, Gr4/2, Gr4/3

Summative indicator 6 Indicators

H 1.1 Gr4/3

H 2.1 Gr4/2

H 3.2 Gr4/1

H 4.1 Gr4/4

H 5.1 Gr4/2, Gr4/3

Course Description

Basic Health Course

Code : H15101

Grade 5

Time : 80 hours/Year

Study, observe and gather knowledge and practice. Discuss, ask questions, record, find answers, explain, exchange information, think, analyze, and the impact on health. Critical thinking and creative thinking about health is based on the fact that many systems in the body affect growth. How to protect the organs in various systems. Choose foods, healthy foods for your age and groups. Sexual hygiene. Common everyday diarrhea and preventive diseases in ASEAN community. Natural disaster. Be careful of accidents. Misuse of drugs, poison, Substance Abuse in ASEAN Community. Premature sex and avoid pregnancy problems. To exercise, relax, spend time to benefit. Define their practices for good health.

Using the inquiry process, surveying, querying, recording, grouping information. To have the knowledge, understanding, living skills, good health and good health. Self-safety, family and community A good role model for health. Deal with conflict, strain, and emotional problems to seek, selection and use of health information. Bring knowledge to use in everyday life.

Total 25 Indicator

Formative Indicators 15 Indicators

H 1.1 Gr5/1

H 2.1 Gr5/2, Gr5/3

H 3.1 Gr5/1, Gr5/2, Gr5/3, Gr5/4, Gr5/6

H 3.2 Gr5/1, Gr5/3, Gr5/4

H 4.1 Gr5/2, Gr5/4

H 5.1 Gr5/1, Gr5/2

Summative indicator 10 Indicators

H 1.1 Gr5/2

H 2.1 Gr5/1

H 3.1 Gr5/5

H 3.2 Gr5/2

H 4.1 Gr5/1, Gr5/3, Gr5/5

H 5.1 Gr5/3, Gr5/4, Gr5/5

Course Description

Basic Health Course

Code : H16101

Grade 6

Time : 80 hours/Year

Study, observe, gather knowledge and practice. Discuss, ask questions, record, find answers, explain, exchange information, think, analyze, and the impact on health. Critical thinking and creative thinking about health is based on the fact that many systems in the body affect growth. How to protect the organs in various systems. Choose foods, healthy foods for your age and groups. Sexual hygiene. Common everyday diarrhea and preventive diseases in ASEAN community. Natural disaster. Be careful of accidents. Misuse of drugs, poison, Substance Abuse in ASEAN Community. Premature sex and avoid pregnancy problems. To exercise, relax, spend time to benefit. Define their practices for good health.

Using the inquiry process, surveying, querying, recording, grouping information. To have the knowledge, understanding, living skills, good health and good health. Self-safety, family and community

A good role model for health. Deal with conflict, strain, and emotional problems to seek, selection and use of health information. Bring knowledge to use in everyday life.

Total 22 Indicators

Formative Indicators 13 Indicators

H 1.1 Gr6/1

H 2.1 Gr6/1

H 3.1 Gr6/1, Gr6/2, Gr6/4

H 3.2 Gr6/1, Gr6/2, Gr6/3, Gr6/4, Gr6/5

H 4.1 Gr6/1, Gr6/4

H 5.1 Gr6/1

Summative indicator 9 Indicators

H 1.1 Gr6/2

H 2.1 Gr6/2

H 3.1 Gr6/3, Gr6/3

H 3.2 Gr6/6

H 4.1 Gr6/2, Gr6/3

H 5.1 Gr6/2, Gr6/3

Course Structure

Learning Time Structure Health

Grade 1: - Continuous assessment score 80 points

Time: 80 hours

- Final examination 20 points

Chapter	Content	Standard of Mathematics	Time (hours) 80	C.A.S Score 80	Final Examination 20
1	Physical Development	H1.1 Gr1/1, Gr1/2	10	10	3
2	Family	H2.1 Gr1/1, Gr1/2, Gr1/3	10	10	3
3	Swimming	H3.1 Gr1/1, Gr1/2	20	20	4
Total Semester: 1 st				40	10
4	Exercise	H3.1 Gr1/1, Gr1/2	20	20	4
5	Germes, Pests and Diseases	H4.1 Gr1/1, Gr1/2, Gr1/3	10	10	3
6	Love Yourself	H5.1 Gr1/1, Gr1/2, Gr1/3	10	10	3
Total Semester: 2 nd				40	10
Total score all year				80	20

Learning Time Structure Health

Grade 2: - Continuous assessment score 80 points

Time: 80 hours

- Final examination 20 points

Chapter	Content	Standard of Mathematics	Time (hours) 80	C.A.S Score 80	Final Examination 20
1	My Self	H1.1 Gr2/1, Gr2/2, Gr2/3	10	10	3
2	Family	H2.1 Gr2/1, Gr2/2, Gr2/3, Gr2/4	10	10	3
3	Basic Movements (Swimming)	H3.1 Gr2/1, Gr2/2	20	20	4
Total Semester: 1st				40	10
4	Movements with Equipment (Gymnastic)	H3.2 Gr2/1, Gr2/2	20	20	4
5	Good Healthy Habits	H4.1 Gr2/1, Gr2/2, Gr2/3, Gr2/4, Gr2/5	10	10	3
6	Safety in Life	H5.1 Gr2/1, Gr2/2, Gr2/3, Gr2/4, Gr2/5	10	10	3
Total Semester: 2nd				40	10
Total score all year				80	20

Learning Time Structure Health

Grade 3: - Continuous assessment score 80 points

Time: 80 hours

- Final examination 20 points

Chapter	Content	Standard of Mathematics	Time (hours) 80	C.A.S Score 80	Final Examination 10
1	Human Growth and Development	H1.1 Gr63/1, Gr3/2, Gr3/3	10	10	3
2	Life and Family	H2.1 Gr3/1, Gr3/2, Gr3/3	10	10	3
3	Health Production (Share ball)	H3.1 Gr3/1, Gr3/2	20	20	4
Total Semester: 1st				40	10
4	Physical activities (Swimming skill)	H3.1 Gr3/1, Gr3/2	20	20	4
5	Health promotion	H5.1 Gr3/1, Gr3/2, Gr3/3, Gr3/4, Gr3/5	10	10	3
6	Safety in Life	H5.1 Gr3/1, Gr3/2, Gr3/3	10	10	3
Total Semester: 2nd				40	10
Total score all year				80	20

Learning Time Structure Health

Grade 4: - Continuous assessment score 80 points

Time: 80 hours

- Final examination 20 points

Chapter	Content	Standard of Mathematics	Time (hours) 80	C.A.S Score 80	Final Examination 20
1	Growth in development	H1.1 Gr4/1, Gr4/2, Gr4/3	10	10	3
2	Family and culture	H2.1 Gr4/1, Gr4/2, Gr4/3	10	10	3
3	Body Movements and Fitness (Football skill)	H3.1 Gr4/1, Gr4/2, Gr4/3 Gr4/4	20	20	4
Total Semester: 1st				40	10
4	Games and Sports (Football)	H3.2 Gr4/1, Gr4/2	20	20	4
5	The Environment Health	H4.1 Gr4/1, Gr4/2, Gr4/3, Gr4/4	10	10	3
6	Drugs and Dangers of drugs	H5.1 Gr4/1, Gr4/2, Gr4/3	10	10	3
Total Semester: 2nd				40	10
Total score all year				80	20

Learning Time Structure Health

Grade 5: - Continuous assessment score 80 points

Time: 80 hours

- Final examination 20 points

Chapter	Content	Standard of Mathematics	Time (hours)	C.A.S Score	Final Examination
1	Our body and Puberty	H1.1 Gr5/1, Gr5/2	10	10	3
2	Family and friend	H2.1 Gr5/1, Gr5/2, Gr5/3	10	10	3
3	Movements and Fitness	H3.1 Gr5/1, Gr5/2, Gr5/3, Gr5/4, Gr5/5, Gr5/6	20	20	4
Total Semester: 1st				40	10
4	Games and Sports	H3.2 Gr5/1, Gr5/2, Gr5/3, Gr5/4, Gr5/5	20	20	4
5	Health promotion & Information on choosing food and health product	H4.1 Gr5/1, Gr5/2, Gr5/3, Gr5/4, Gr5/5	10	10	3
6	Drug Addition	H5.1 Gr5/1, Gr5/2, Gr5/3, Gr5/4, Gr5/5	10	10	3
Total Semester: 2nd				40	10
Total score all year				80	20

Learning Time Structure Health

Grade 6: - Continuous assessment score 80 points

Time: 80 hours

- Final examination 20 points

Chapter	Content	Standard of Mathematics	Time (hours) 80	C.A.S Score 80	Final Examination 20
1	Our Body	H1.1 Gr6/1, Gr6/2	10	10	3
2	Interpersonal Relationships and Ricky Behavior	H2.1 Gr6/1, Gr1/2	10	10	2
3	Movements and Fitness (muzzle)	H3.1 Gr6/1, Gr6/2, Gr6/3, Gr6/4, Gr6/5	20	20	5
Total Semester: 1 st				40	10
4	Games and Sports (muzzle)	H3.2 Gr6/1, Gr6/2, Gr6/4, Gr6/4, Gr6/5, Gr6/6	20	20	5
5	The Environment and Human Health and Infection Diseases	H4.1 Gr6/1, Gr6/2, Gr6/3, Gr6/4	10	10	3
6	Nature Disasters and Drug Addition	H5.1 Gr6/1, Gr6/2, Gr6/3	10	10	2
Total Semester: 2 nd				40	10
Total score all year				80	20

Weigh points according to
learning outcomes.

**Table analysis indicators standard of Visual Arts with the unit plan
(during the academic year)**

Course Code: H11101

Grade 1

No.	Standards	Unit Plans						
		1	2	3	4	5	6	Total
1	H1.1 Gr1/1 Explain characteristics and functions of external organs.	5						5
2	H1.1 Gr1/2 Explain methods of taking care of external organs.	5						5
3	H2.1 Gr1/1 Specify family members and love and bonds among family members.		4					4
4	H2.1 Gr1/2 Tell what they delight in and are proud of in themselves.		3					3
5	H2.1 Gr1/3 Tell characteristics of differences between males and females.		3					3
6	H3.1 Gr1/1 Move body while standing still, moving and using equipment.			10				10
7	H3.1 Gr1/2 Play miscellaneous games and participate in physical activities requiring natural movement.			10				10
8	H3.2 Gr1/1 Enjoy doing physical exercise and playing games as advised.				10			10
9	H3.2 Gr1/2 Observe rules, regulations and agreements in playing games as advised.				10			10
10	H4.1 Gr1/1 Observe the principles of the National Health Regulations as advised.					4		4
11	H4.1 Gr1/2 Tell symptoms of their own illness.					3		3
12	H4.1 Gr1/3 Follow advice when they have symptoms of an illness.					3		3
13	H5.1 Gr1/1 Specify harmful things at home and in school, and methods of protection.						3	3

No.	Standards	Unit Plans						
		1	2	3	4	5	6	Total
14	H5.1 Gr1/2 Tell causes and protection from harm resulting from play.						3	3
15	H5.1 Gr1/3 Express words or gestures for seeking help when there are dangerous incidents at home and in school.						4	4
Total scores		10	10	20	20	10	10	80

Table analysis indicators standard of Visual Arts with the unit plan
(end the academic year)

Course Code: H11101

Grade 1

Indicators	Unit Plans						
	First semester			Second semester			
	1	2	3	4	5	6	
H1.1 Gr1/1	1.5						1.5
H1.1 GR1/2	1.5						1.5
H2.1 Gr1/1		1					1
H2.1 Gr1/2		1					1
H2.1 Gr1/3		1					1
H3.1 Gr1/1			2				2
H3.1 Gr1/2			2				2
H3.2 Gr1/1				2			2
H3.2 Gr1/2				2			2
H4.1 Gr1/1					1		1
H4.1 Gr1/2					1		1
H4.1 Gr1/3					1		1
H5.1 Gr1/1						1	1
H5.1 Gr1/2						1	1
H5.1 Gr1/3						1	1
Totals	3	3	4	4	3	3	20
	10			10			

**Table analysis indicators standard of Visual Arts with the unit plan
(during the academic year)**

Course Code: H12101

Grade 2

No.	Standards	Unit Plans						
		1	2	3	4	5	6	Total
1	H1.1 Gr2/1 Explain characteristics and functions of internal organs.	3						3
2	H1.1 Gr2/2 Explain methods of taking care of internal organs.	3						3
3	H1.1 Gr2/3 Explain the nature of human life.	4						4
4	H2.1 Gr2/1 Specify their roles and duties and those of their family members.		3					3
5	H2.1 Gr2/2 Tell the importance of friends.		2					2
6	H2.1 Gr2/3 Specify behaviors appropriate to sex.		3					3
7	H2.1 Gr2/4 Explain pride in being female or male.		2					2
8	H3.1 Gr2/1 Control body movements while standing still, moving and using equipment.			10				10
9	H3.1 Gr2/2 Play miscellaneous games and participate in physical activities with methods that depend on basic movements while standing still, moving and using equipment.			10				10
10	H3.2 Gr2/1 Can do physical exercise and play games themselves with enjoyment.				10			10
11	H3.2 Gr2/2 Observe rules, regulations and agreements in games played in teams.				10			10
12	H4.1 Gr2/1 Tell characteristics of having good health.					2		2
13	H4.1 Gr2/2 Choose to take nutritious food.					2		2

No.	Standards	Unit Plans						
		1	2	3	4	5	6	Total
14	H4.1 Gr2/3 Specify utensils and toys detrimental to health.					2		2
15	H4.1 Gr2/4 Explain symptoms and methods of protection from possible illnesses and injuries.					2		2
16	H4.1 Gr2/5 Follow advice when they have symptoms of illnesses and injuries.					2		2
17	H5.1 Gr2/1 Conduct themselves for protection from possible accidents in water and on land.						2	2
18	H5.1 Gr2/2 Tell names of household medicines and use them as advised.						2	2
19	H5.1 Gr2/3 Specify the dangers of addictive substances and dangerous substances around them, and methods of protection.						2	2
20	H5.1 Gr2/4 Observe the symbols or warning signs for harmful objects or places.						2	2
21	H5.1 Gr2/5 Explain causes and dangers of fires, and explain methods for fire protection as well as show fire escape routes.						2	2
Totals Scores		10	10	20	20	10	10	80

Table analysis indicators standard of Visual Arts with the unit plan
(end the academic year)

Course Code: H12101

Grade 2

Indicators	Unit Plans						Total
	First semester			Second semester			
	1	2	3	4	5	6	
H1.1 Gr2/1	1						1
H1.1 Gr2/2	1						1
H1.1 Gr2/3	1						1
H2.1 Gr2/1		1					1
H2.1 Gr2/2		1					1
H2.1 Gr2/3		0.5					0.5
H2.1 Gr2/4		0.5					0.5
H3.1 Gr2/1			2				2
H3.1 Gr2/2			2				2
H3.2 Gr2/1				2			2
H3.2 Gr2/2				2			2
H4.1 Gr2/1					1		1
H4.1 Gr2/2					0.5		0.5
H4.1 Gr2/3					0.5		0.5
H4.1 Gr2/4					0.5		0.5
H4.1 Gr2/5					0.5		0.5
H5.1 Gr2/1						1	1
H5.1 Gr2/2						0.5	0.5
H5.1 Gr2/3						0.5	0.5
H5.1 Gr2/4						0.5	0.5
H5.1 Gr2/5						0.5	0.5
Totals	3	3	4	4	3	3	20
	10			10			

**Table analysis indicators standard of Visual Arts with the unit plan
(during the academic year)**

Course Code: H13101

Grade 3

No.	Standards	Unit Plans						
		1	2	3	4	5	6	Total
1	H1.1 Gr3/1 Explain characteristics and growth of the human body.	3						3
2	H1.1 Gr3/2 Compare their growth with standard criteria.	3						3
3	H1.1 Gr3/3 Specify factors affecting growth.	4						4
4	H2.1 Gr3/1 Explain the importance and differences of the family on themselves.		3					3
5	H2.1 Gr3/2 Explain methods of creating relationships in the family and groups of friends.		3					3
6	H2.1 Gr3/3 Tell methods of avoiding behaviors conducive to sexual harassment.		4					4
7	H3.1 Gr3/1 Control body movements in guided directions while standing still, moving and using equipment.			10				10
8	H3.1 Gr3/2 Move body by using kinaesthetic skills in guiding directions for playing miscellaneous games.			10				10
9	H3.2 Gr3/1 Select physical exercises and folk games and play games suitable to their own strengths, weaknesses and limitations.				10			10
10	H3.2 Gr3/2 Can observe themselves the rules, regulations and agreements of physical exercises, games and folk games.				10			10
11	H4.1 Gr3/1 Explain transmission and methods of protection from spreading of diseases.					2		2

No.	Standards	Unit Plans						
		1	2	3	4	5	6	Total
12	H4.1 Gr3/2 Classify the 5 groups of essential nutrients.					2		2
13	H4.1 Gr3/3 Choose to take a varied diet with all the 5 groups of essential nutrients in appropriate proportion.					2		2
14	H4.1 Gr3/4 Show correct method of brushing teeth for proper cleaning.					2		2
15	H4.1 Gr3/5 Can strengthen physical capacities as advised.					2		2
16	H5.1 Gr3/1 Conduct themselves for safety from accidents at home, in school and while travelling.						3	3
17	H5.1 Gr3/2 Show methods of seeking help from persons and various sources when there are dangerous incidents or accidents.						3	3
18	H5.1 Gr3/3 Show methods of first aid treatment when injured from play.						4	4
Total Scores		10	10	20	20	10	10	80

Table analysis indicators standard of Visual Arts with the unit plan
(end the academic year)

Course Code: H13101

Grade 3

Indicators	Unit Plans						
	First semester			Second semester			Total
	1	2	3	4	5	6	
H1.1 Gr3/1	1						1
H1.1 Gr3/2	1						1
H1.1 Gr3/3	1						1
H2.1 Gr3/1		1					1
H2.1 Gr3/2		1					1
H2.1 Gr3/3		1					1
H3.1 Gr3/1			2				2
H3.1 Gr3/2			2				2
H3.2 Gr3/1				2			2
H3.2 Gr3/2				2			2
H4.1 Gr3/1					1		1
H4.1 Gr3/2					0.5		0.5
H4.1 Gr3/3					0.5		0.5
H4.1 Gr3/4					0.5		0.5
H4.1 Gr3/5					0.5		0.5
H5.1 Gr3/1						1	1
H5.1 Gr3/2						1	1
H5.1 Gr3/3						1	1
Total	3	3	4	4	3	3	20
	10			10			

**Table analysis indicators standard of Visual Arts with the unit plan
(during the academic year)**

Course Code: H14101

Grade 4

No.	Standards	Unit Plans						
		1	2	3	4	5	6	Total
1	H1.1 Gr4/1 Explain physical and mental growth and development in accord with their age.	3						3
2	H1.1 Gr4/2 Explain importance of muscles, bones and joints affecting health, growth and development.	4						4
3	H1.1 Gr4/3 Explain methods of taking care of muscles, bones and joints for efficient functioning.	3						3
4	H2.1 Gr4/1 Explain characteristics of friends and of good family members.		3					3
5	H2.1 Gr4/2 Exhibit behaviors appropriate to their sex in accord with Thai culture.		3					3
6	H2.1 Gr4/3 Cite examples of methods of refusing harmful and inappropriate actions in sexual matters.		4					4
7	H3.1 Gr4/1 Can control themselves when using integrated kinaesthetic skills while standing still, moving and using equipment.			5				5
8	H3.1 Gr4/2 Practise free-hand physical exercises in accord with the beats			5				5
9	H3.1 Gr4/3 Play imitating games and activities in relays.			5				5
10	H3.1 Gr4/4 Can play at least one kind of basic sport.			5				5
11	H3.2 Gr4/1 Do physical exercises and play games and sports that they like; able to analyse their own developmental effects by following examples and practices of others.				10			10

No.	Standards	Unit Plans						
		1	2	3	4	5	6	Total
12	H3.2 Gr4/2 Observe rules and regulations of basic sports in accord with the respective kinds of sports played.				10			10
13	H4.1 Gr4/1 Explain relationship between the environment and health.					3		3
14	H4.1 Gr4/2 Explain states of emotions and feelings affecting health					2		2
15	H4.1 Gr4/3 Analyze data on labels of food and health products to make consumption choices.					3		3
16	H4.1 Gr4/4 Test and improve physical capacities from the results of physical fitness testing.					2		2
17	H5.1 Gr4/1 Explain the importance of the use of medicines and proper methods for using medicines.						4	4
18	H5.1 Gr4/2 Show methods of first aid treatment when harmed by misuse of medicines, chemicals, insect and animal bites, and injuries from playing sports.						4	4
19	H5.1 Gr4/3 Analyse the damage of cigarette smoking and alcoholic drinks on						4	4
Total Scores		10	10	20	20	10	10	80

Table analysis indicators standard of Visual Arts with the unit plan
(end the academic year)

Course Code: H14101

Grade 4

Indicators	Unit Plans						Total
	First semester			Second semester			
	1	2	3	4	5	6	
H1.1 Gr4/1	1						1
H1.1 Gr4/2	1						1
H1.1 Gr4/3	1						1
H2.1 Gr4/1		1					1
H2.1 Gr4/2		1					1
H2.1 Gr4/3		1					1
H3.1 Gr4/1			1				1
H3.1 Gr4/2			1				1
H3.1 Gr4/3			1				1
H3.1 Gr4/4			1				1
H3.2 Gr4/1				2			2
H3.2 Gr4/2				2			2
H4.1 Gr4/1					1		1
H4.1 Gr4/2					1		1
H4.1 Gr4/3					0.5		0.5
H4.1 Gr4/4					0.5		0.5
H5.1 Gr4/1						1	1
H5.1 Gr4/2						1	1
H5.1 Gr4/3						1	1
Total	3	3	4	4	3	3	20
	10			10			

**Table analysis indicators standard of Visual Arts with the unit plan
(during the academic year)**

Course Code: H15101

Grade 5

No.	Standards	Unit Plans						
		1	2	3	4	5	6	Total
1	H1.1 Gr5/1 Explain importance of digestive and excretory systems on health, growth and development.	5						5
2	H1.1 Gr5/2 Explain methods of taking care of digestive and excretory systems for functioning.	5						5
3	H2.1 Gr5/1 Explain sexual changes and conduct themselves appropriately.		4					4
4	H2.1 Gr5/2 Explain the importance of having a warm family in accord with Thai culture.		3					3
5	H2.1 Gr5/3 Specify desirable and undesirable behaviors in resolving conflicts in family and groups of friends.		3					3
6	H3.1 Gr5/1 Arrange patterns of integrated movements and control themselves when using kinaesthetic skills in accord with the patterns prescribed.			4				4
7	H3.1 Gr5/2 Play games leading to chosen sports and kinaesthetic activities in relays.			3				3
8	H3.1 Gr5/3 Control movements regarding accepting and using forces and balance.			3				3
9	H3.1 Gr5/4 Show mechanical skills in participating in physical activities and playing sports.			4				4
10	H3.1 Gr5/5 Can play Thai and international sports as individuals and in teams, one of each kind.			3				3

No.	Standards	Unit Plans						
		1	2	3	4	5	6	Total
11	H3.1 Gr5/6 Explain principles and participate in at least one recreational activity.			3				3
12	H3.2 Gr5/1 Do physical exercises by following patterns, play games requiring thinking skills and decision-making.				5			5
13	H3.2 Gr5/2 Regularly play their favourite sports by creating a variety of alternatives for their own practice, and have sporting spirit.				5			5
14	H3.2 Gr5/3 Observe rules and regulations of playing games and Thai and international sports in accord with the respective kinds of sports played.				5			5
15	H3.2 Gr5/4 Observe their own rights, do not infringe on those of others and accept individual differences in playing games and Thai and international sports.				5			5
16	H4.1 Gr5/1 Show behaviors that recognize the importance of observing the National Health Regulations.					2		2
17	H4.1 Gr5/2 Search for data and information for health-strengthening.					2		2
18	H4.1 Gr5/3 Analyze advertising media to inform decision-making when choosing to buy food and health products with proper reasons.					2		2
19	H4.1 Gr5/4 Observe requirements for self-protection from diseases frequently found in daily life.					2		2
20	H4.1 Gr5/5 Test and improve physical capacity from results of physical fitness testing.					2		2

No.	Standards	Unit Plans						
		1	2	3	4	5	6	Total
21	H5.1 Gr5/1 Analyse the factors influencing the use of addictive substances.						2	2
22	H5.1 Gr5/2 Analyse effects of the use of medicines and addictive substances on the body, mind, emotions, society and the intellect.						2	2
23	H5.1 Gr5/3 Conduct themselves for safety from misuse of medicines and to avoid addictive substances.						2	2
24	H5.1 Gr5/4 Analyse the influence of media on health behaviours.						2	2
25	H5.1 Gr5/5 Conduct themselves for protection from harm from playing sports.						2	2
Total Scores		10	10	20	20	10	10	80

Table analysis indicators standard of Visual Arts with the unit plan
(end the academic year)

Course Code: H15101

Grade 5

Indicators	Unit Plans						
	First semester			Second semester			Total
	1	2	3	4	5	6	
H1.1 Gr5/1	5						5
H1.1 Gr5/2	5						5
H2.1 Gr5/1		4					4
H2.1 Gr5/2		3					3
H2.1 Gr5/3		3					3
H3.1 Gr5/1			4				4
H3.1 Gr5/2			3				3
H3.1 Gr5/3			3				3
H3.1 Gr5/4			4				4
H3.1 Gr5/5			3				3
H3.1 Gr5/6			3				3
H3.2 Gr5/1				5			5
H3.2 Gr5/2				5			5
H3.2 Gr5/3				5			5
H3.2 Gr5/4				5			5
H4.1 Gr5/1					2		2
H4.1 Gr5/2					2		2
H4.1 Gr5/3					2		2
H4.1 Gr5/4					2		2
H4.1 Gr5/5					2		2
H5.1 Gr5/1						2	2
H5.1 Gr5/2						2	2
H5.1 Gr5/3						2	2
H5.1 Gr5/4						2	2
H5.1 Gr5/5						2	2
Total	10	10	20	20	10	10	80

**Table analysis indicators standard of Visual Arts with the unit plan
(during the academic year)**

Course Code: H16101

Grade 6

No.	Standards	Unit Plans						
		1	2	3	4	5	6	Total
1	H1.1 Gr6/1 Explain the importance of reproductive and circulatory systems affecting health, growth and development.	5						5
2	H1.1 Gr6/2 Explain methods of taking care of reproductive, circulatory and respiratory systems for normal functioning.	5						5
3	H2.1 Gr6/1 Explain the importance of creating and maintaining relationships with others.		5					5
4	H2.1 Gr6/2 Analyze risk behaviors conducive to sexual intercourse, contracting AIDS and premature pregnancy.		5					5
5	H3.1 Gr6/1 Can show kinaesthetic skills with others in relays and in integration while standing still, moving and using equipment and movements attuned to songs.			4				4
6	H3.1 Gr6/2 Classify kinaesthetic principles regarding accepting and using forces and balance of body movements in playing games and sports, and apply results for improving and increasing their practices and those of others.			4				4
7	H3.1 Gr6/3 Can play Thai and international sports as individuals and in teams, one of each kind.			4				4

No.	Standards	Unit Plans						
		1	2	3	4	5	6	Total
8	H3.1 Gr6/4 Use mechanical skills for improving and increasing their own capacities and those of others in playing sports.			4				4
9	H3.1 Gr6/5 Participate in at least one recreational activity, and apply the knowledge or principles obtained as a basis for studying and seeking knowledge about other matters.			4				4
10	H3.2 Gr6/1 Explain the benefits and principles of doing physical exercise for health, physical capacity and personality-strengthening.				4			4
11	H3.2 Gr6/2 Play games requiring planning skills, and able to increase skills for physical exercises and movements on a systematic basis.				4			4
12	H3.2 Gr6/3 Play their favourite sports and able to regularly assess their own playing skills.				4			4
13	H3.2 Gr6/4 Observe rules and regulations of the respective kinds of sports played, bearing in mind their own safety and that of others.				4			4
14	H3.2 Gr6/5 Distinguish offensive and defensive strategies and apply teams in playing sports.				4			4
15	H3.2 Gr6/6 Play games and sports in unity and have sporting spirit.				4			4
16	H4.1 Gr6/1 Show behaviors for preventing and solving environmental problems affecting health.					3		3

No.	Standards	Unit Plans						
		1	2	3	4	5	6	Total
17	H4.1 Gr6/2 Analyze effects from spreading of diseases and propose guidelines for preventing important communicable diseases prevalent in Thailand.					2		2
18	H4.1 Gr6/3 Show behaviors indicating responsibility for health for all.					2		2
19	H4.1 Gr6/4 Continuously strengthen and improve physical capacity for health.					3		3
20	H5.1 Gr6/1 Analyse effects of violence from natural disasters on the body, mind and society.						2	2
21	H5.1 Gr6/2 Specify self-conduct for safety from natural disasters.						4	4
22	H5.1 Gr6/3 Analyse causes of addiction to drugs and persuade others to avoid the use of drugs.						4	4
Total Scores		10	10	20	20	10	10	80

Table analysis indicators standard of Visual Arts with the unit plan
(end the academic year)

Course Code: H16101

Grade 6

Indicators	Unit Plans						
	First semester			Second semester			Total
	1	2	3	4	5	6	
H1.1 Gr6/1	1.5						1.5
H1.1 Gr6/2	1.5						1.5
H2.1 Gr6/1		1					1
H2.1 Gr6/2		1					1
H3.1 Gr6/1			1				1
H3.1 Gr6/2			1				1
H3.1 Gr6/3			1				1
H3.1 Gr6/4			1				1
H3.1 Gr6/5			1				1
H3.2 Gr6/1				0.5			0.5
H3.2 Gr6/2				0.5			0.5
H3.2 Gr6/3				1			1
H3.2 Gr6/4				1			1
H3.2 Gr6/5				1			1
H3.2 Gr6/6				1			1
H4.1 Gr6/1					0.5		0.5
H4.1 Gr6/2					1		1
H4.1 Gr6/3					0.5		0.5
H4.1 Gr6/4					1		1
H5.1 Gr6/1						0.5	0.5
H5.1 Gr6/2						0.5	0.5
H5.1 Gr6/3						1	1
Total	10			10			20

Grade 1 Unit Design Framework

Chapter 1
Health Education (H11101)

Content: Physical Development

Time: 10 hours

Strand 1: Human Growth and Development

Standard H1.1: Understanding of nature of human growth and development

Grade level indicators

H1.1 Gr1/1 Explain characteristics and functions of external organs.

H1.1 Gr1/2 Explain methods of taking care of external organs.

Learning Objective

Students will be taught to :

1. Understand parts of our body.
2. Understand ways to take care of our body.

Learning Outcomes

Students will be able to:

1. Name and know parts of our body.
2. Know how each part of our body helps us to do things.
3. Take care of our body parts.

Learning Areas

- Parts of our body
- Each part of our body helps us to do things
- Caring for our body

Teaching and Learning Activities

1. Show students two main parts of our body – upper body and lower body.
2. Ask students to name the parts in the upper body such as the head, neck, arms and chest, and also the parts in the lower body such as legs.
3. Tell students to point to their own body part when you call out the name of a body part. Ask simple questions about those parts, such as:
 - What are in the upper/ lower body?
 - How many legs/ head/arms do you have?
4. Guide students to identify the parts in our head, arm and leg.

5. Tell students to point to their own body part when you call out the names of those parts. Ask simple questions about those parts, such as:

- What is the color of your hair?
- How many eyes/ nose/ fingers/ teeth/ mouth do you have?
- Can you blink your eyes?
- Can you move your nose/ mouth/ ear/ fingers?

Emphasized Skills:

1. Observing
2. Making inferences
3. Communicating
4. Brainstorming

Chapter 2

Health Education (H11101)

Content: Family

Time: 10 hours

Strand 2: Life and Family

Standard H2.1: Understanding and self-appreciation; family; sex education; and life skills

Grade level indicators

H2.1 Gr1/1 Specify family members and love and bonds among family members.

H2.1 Gr1/2 Tell what they delight in and are proud of in themselves.

H2.1 Gr1/3 Tell characteristics of differences between males and females.

Learning Objective

Students will be taught to :

1. Understand the structure of our family.

Learning Outcomes

Students will be able to:

1. Know how a family starts.
2. Determine the relationships between the members of the family
3. Identify the roles and responsibilities of the members of the family
4. Know that baby boy and baby grow up to be a man and woman respectively.

Learning Areas

- What is a family?
- Family members and their relationships
- Roles and responsibilities of the family members
- A man is different from a women

Teaching and Learning Activities

1. Ask students about their understanding of family. What is a family? Who are in a family? How does a family start?
2. Explain how a family starts.
3. Explain that a family will grow when babies are born into the family.
4. Based on the family tree, ask others these questions:
 - a. How many members are there in this family?
 - b. Who are the parents?
 - c. Who are the children of D (the father) and B (the mother)?

- d. How does A (the brother) call B (the mother)?
 - e. How does C (the sister) call A (the brother)?
5. Ask students to study the family tree. Ask them similar questions to ensure they understand the relationship between family members.

Emphasized Skills:

- 1. Observing
- 2. Making inferences
- 3. Communicating
- 4. Brainstorming
- 5. Predicting

Chapter 5

Health Education (H11101)

Content: Germs, Pests and Diseases

Time: 10 hours

Strand 4: Health Strengthening, Capacities and Disease Prevention

Standard H4.1: Appreciation and skills in health strengthening; maintaining one's health; disease prevention and strengthening capacity for health

Grade level indicators

H4.1 Gr1/1 Observe the principles of the National Health Regulations as advised.

H4.1 Gr1/2 Tell symptoms of their own illness.

H4.1 Gr1/3 Follow advice when they have symptoms of an illness.

Learning Objective

Students will be taught to :

1. Understand that germs make us sick.
2. Understand how to stop germs from spreading.

Learning Outcomes

Students will be able to:

1. Know what germs are
2. Describe how germs affect us.
3. Explain how to stop germs from spreading.
4. Explain how pests spread germs and diseases.
5. Know medicine.

Learning Areas

- What are germs?
- How germs affect us
- How to stop germs from spreading
- How pests spread germs and diseases
- Medicine

Teaching and Learning Activities

1. Germs cause illnesses. How should we stop germs from spreading diseases? Discuss based on these questions:

- a. Why should we wash our hands before meals, after exercise and after using toilets?
- b. How should we wash our hands? With soap?

- c. What should we do when we are about to sneeze or cough? Why?
 - d. How should we clean our nose when it is blocked?
2. Encourage students to practice personal hygiene as this helps to prevent germs from spreading.
3. Ask students to imagine a housefly on a piece of rotten banana. What will stick on its legs? Ask them to further imagine that housefly lands on our exposed food. What will happen to our food? What happens when we eat the food?
4. Advise students not to leave their food uncovered. Do not buy food from stalls that are dirty. We will get sick after taking the exposed food.
5. Ask students why mosquitoes suck our blood. What happens when a mosquito suck blood from a sick person? The germs will get into the mosquito. What happens when that mosquito bites a healthy person?
6. Explain to students that is how some diseases such as Malaria and Dengue are spread through mosquitoes. How should we avoid ourselves from bitten by mosquitoes? Discuss.

Emphasized Skills:

1. Making inferences
2. Communicating
3. Brainstorming
4. Predicting

Chapter 6

Health Education (H11101)

Content: Love Yourself

Time: 10 hours

Strand 5: Safety in Life

Standard H5.1: Prevention and avoidance of risk factors; behaviors detrimental to health; accidents; use of medicines; addictive substances and violence

Grade level indicators

H5.1 Gr1/1 Specify harmful things at home and in school, and methods of protection.

H5.1 Gr1/2 Tell causes and protection from harm resulting from play.

H5.1 Gr1/3 Express words or gestures for seeking help when there are dangerous incidents at home and in school.

Learning Objective

Students will be taught to :

1. Realize that we should be more responsible and take care of ourselves as we love ourselves.

Learning Outcomes

Students will be able to:

1. Be more responsible
2. Be more polite
3. Stay clean and neat all the time
4. Exercise regularly

Learning Areas

- We should be responsible
- We should be polite
- We should stay clean and neat all the time
- We should exercise regularly

Teaching and Learning Activities

1. What is responsible? Ask students about it. Responsible is doing a job well and answering to any consequences or blames. Inform students that we have to be responsible towards ourselves. Now that we are older, we need to learn to take care of ourselves and our things by ourselves.

2. Ask students of what things/chores that they can do by themselves.

- a. Here are some examples:
- b. Keeping our toys and books
- c. Keeping ourselves clean
- d. Wearing clean clothes and shoes
- e. Waking up early for school
- f. Taking breakfast
- g. Informing parents when we leave the house
- h. Doing our homework

What other things that they should be able to do on their own? Advise them that they came always start to learn to do thing by themselves, such as keeping their beds neat after waking up.

3. Explain that we Thai nationals are famous with our politeness and kindness. Therefore, we should not forget our greetings when we meet people and the words 'Please', 'Thank you' and 'Thank you'.

4. Ask students how we should greet people. When should we use 'Good morning', 'Good afternoon' and 'Good night'? Ask students to play role of greeting other at different times of the day.

5. Ask students of when we should use the words 'Please', 'Thank you' and 'Sorry'. Ask them to give a few examples. Have students do perform some acts that use these words.

Emphasized Skills:

1. Making inferences
2. Communicating
3. Brainstorming
4. Predicting

Grade 2 Unit Design Framework

Chapter 1

Health Education (H11101)

Content: My Self

Time: 10 hours

Strand 1: Human Growth and Development

Standard H1.1: Understanding of nature of human growth and development

Grade level indicators

H1.1 Gr2/1 Explain characteristics and functions of internal organs.

H1.1 Gr2/2 Explain methods of taking care of internal organs.

H1.1 Gr2/3 Explain the nature of human life.

Learning Objective

Students will be taught to:

1. Understand parts of our body.
2. Understand ways to take care of our body.
3. Understand the types of teeth and tooth decay.
4. Understand that we need to take good care of our teeth.

Learning Outcomes

Students will be able to:

1. Know parts of our body.
2. Take care of our body parts.
3. Practice right posture.
4. Justify the right clothes and shoes for right functions.
5. Know the number of sets of teeth and numbers of teeth.
6. Describe the types of teeth.
7. Describe tooth decay and gum diseases.
8. Take care of our teeth.

Learning Areas

- Our skin, Our hair, Our nails, Our teeth
- Washing our hands
- The right posture
- Our clothing, Our shoes
- Types of teeth
- Tooth decay and gum diseases
- Ways to care for our teeth

Teaching and Learning Activities

1. Ask students to point to their skin. Tell that skin is the largest organ in our body. Ask them for the functions of the skin. Predict what will happen if we do not have skin.

2. Ask them if they have been to the beach for a day or spending a day under the hot sun. What will happen to our skin? Why?

3. Ask students to use a magnifying glass to look at their skin. Can they see that the hair on the skin grows from the opening on the skin? Encourage students on how our hair gets dirty and greasy. Remind that our skin produces sweat and oil.

4. Discuss with students of what they do with their hands. We touch a lot of things with our hands. Are our hands clean after touching many things? What happens when we rub our eyes or mouth with our dirty hands? Or eat without washing our hands? Therefore, we must wash our hands frequently.

5. Explain to students that good posture is very important as it will reduce the likelihood of back or neck pain in the future. People with good posture look and feel confident and smart. They also look taller and slimmer.

6. Explain that usually a baby starts to have his first tooth when he is about 6 months old and his teeth continue to grow. He will have his full set of milk teeth when he is 2 years old. When he reaches 6 or 7, his milk teeth begin to fall and new permanent teeth will grow. We have only 2 sets of teeth in our life, so we must take good care of them.

7. Using the model of human teeth or the diagram, show students the four types of teeth – incisors, canines, premolars and molars. Also mention their locations and count the numbers of each type of teeth.

8. Ask students explain how teeth have holes. They have learnt this last year. Remind them that it is the acid that produced by the leftover food in our mouth that makes holes in our teeth.

9. Ask students on how to prevent tooth decay and tartar. Brushing our teeth at least twice a day with fluoride toothpaste.

10. Show student dental floss. Ask them if they use dental floss. Advise them to use dental floss once a day to remove any food particles in between the teeth.

11. Ask students to discuss the use of clothing. We use it to keep us from cold and heat. It protects us from germs, dirt and injuries too.

12. Ask students for the use of shoes. Shoes protect our feet. Ask students to imagine they do not wear shoes for a day. What will happen to their feet?

Emphasized Skills:

1. Observing
2. Making inferences
3. Communicating
4. Brainstorming

Chapter 2

Health Education (H11101)

Content: Family

Time: 10 hours

Strand 2: Life and Family

Standard H2.1: Understanding and self-appreciation; family; sex education; and life skills

Grade level indicators

H2.1 Gr2/1 Specify their roles and duties and those of their family members.

H2.1 Gr2/2 Tell the importance of friends.

H2.1 Gr2/3 Specify behaviours appropriate to sex.

H2.1 Gr2/4 Explain pride in being female or male.

Learning Objective

Students will be taught to:

1. Understand our roles in a family.
2. Understand the proper behaviors.

Learning Outcomes

Students will be able to:

1. Know the relationships between the members of the family.
2. Identify the roles and responsibilities of the members of the family.
3. Respect family members.
4. Know males and females are different.
5. Know the appropriate and inappropriate behaviors.

Learning Areas

- The people in my family
- We are important in our family
- Respecting one another in the family
- Males and females
- Appropriate and inappropriate behaviors

Teaching and Learning Activities

1. Guide students to recall the relationships between family members.
2. Emphasize that we all should live as a happy family.
3. Guide students to recall the roles and responsibilities of each family member.

4. Ask students how they respect teachers. Do they greet teachers in school? Or say 'Thank you' or 'Sorry' to teachers and friend? Ask them to give some other examples. Do they do the same to their family members? Point out that students have to respect their family members, not their parents but their younger siblings too.

5. Emphasize that we need to respect the family members in order to build a happy family.

6. Ask students if they can differentiate baby boys from baby girls. It is not easy to differentiate them specially if they wear the same clothes. However, as babies grow, they will show more differences.

7. Ask students if girls should wear very short dress or skirt. What other clothes that deemed not suitable for girls? Emphasize that girls should not wear clothes that are revealing.

8. Inform students that a boy and a girl should keep a distance between them. This is a move to show respect to the other gender. Ask students of other appropriate behaviors that show respect to the other gender.

Emphasized Skills:

1. Observing
2. Making inferences
3. Communicating
4. Brainstorming

Chapter 5

Health Education (H11101)

Content: Good Healthy Habits

Time: 10 hours

Strand 4: Health Strengthening, Capacities and Disease Prevention

Standard H4.1 : Appreciation and skills in health strengthening; maintaining one's health; disease prevention and strengthening capacity for health

Grade level indicators

H2.1 Gr2/1 Tell characteristics of having good health.

H2.1 Gr2/2 Choose to take nutritious food.

H2.1 Gr2/3 Specify utensils and toys detrimental to health.

H2.1 Gr2/4 Explain symptoms and methods of protection from possible illnesses and injuries.

H4.1 Gr2/5 Follow advice when they have symptoms of illnesses and injuries.

Learning Objective

Students will be taught to :

1. Realize that we should practice good healthy habits for our own goodness.

Learning Outcomes

Students will be able to:

1. Practice good hygiene habits.
2. Practice good eating habits.
3. Realize the importance of good exercise and enough rest.

Learning Areas

- Good hygiene habits
- Good eating habits
- Good exercise
- Getting enough rest

Teaching and Learning Activities

1. Ask students what hygiene means. It is the practice of keeping ourselves and our surroundings clean in order to prevent illnesses and diseases.

2. Ask students to list what they currently practice to keep themselves clean. bathing, brushing their teeth, washing hand before meals and after using the toilets, wearing clean clothes and combing hair are some of the common practices.

3. Explain to students the need to practice good eating habits. Most importantly, good eating habits promote good health. Eating the right food in the right amounts helps our body get all the necessary nutrition needed. These habits can boost our energy, sharpen our memory and stabilize our mood.

4. Guide students to discuss about exercise based on the following questions:

- A. Besides food, what should we do in order to have good health?
- B. Why must we exercise frequently?
- C. What types of exercise do you enjoy the most?
- D. How do you feel after doing some exercises?

5. Explain the reasons to sleep and rest. What will happen when we do not get enough of sleep? Can we play and study well? If we are tired during the day, we should take a nap to rest our mind and body.

Emphasized Skills:

- 1. Predicting
- 2. Making inferences
- 3. Communicating
- 4. Brainstorming

Chapter 6

Health Education (H11101)

Content: Safety in Life

Time: 10 hours

Strand 5: Safety in Life

Standard H5.1: Prevention and avoidance of risk factors; behaviours detrimental to health; accidents; use of medicines; addictive substances and violence

Grade level indicators

H5.1 Gr2/1 Conduct themselves for protection from possible accidents in water and on land.

H5.1 Gr2/2 Tell names of household medicines and use them as advised.

H5.1 Gr2/3 Specify the dangers of addictive substances and dangerous substances around them, and methods of protection.

H5.1 Gr2/4 Observe the symbols or warning signs for harmful objects or places.

H5.1 Gr2/5 Explain causes and dangers of fires, and explain methods for fire protection as well as show fire escape routes.

Learning Objective

Students will be taught to :

1. Understand road safety.
2. Understand safety at home.
3. Understand fire safety.

Learning Outcomes

Students will be able to:

1. Describe ways to be safe on roads.
2. Describe ways to be safe at home.
3. Describe ways to prevent fire.

Learning Areas

- Road safety
- Safety at home
- Fire safety

Teaching and Learning Activities

1. Explain what road accidents are. What are the consequences of a road accident to the victims, the victims' families, the surrounding community and the traffic?

2. How do we use traffic light to cross the road? Ask students if they have used traffic light with the 'green man' and 'red man' to cross the road.

3. Explain to students that accidents can happen at home too. Ask students to give some examples of accidents at home.

4. Fire is a good servant, but a bad master. Ask students if they have heard this proverb before. It means fire is useful when it is under control, but very dangerous when it is not. Explain more.

5. Discuss with students the consequences of fire. It may cause loss of lives and properties.

Emphasized Skills:

1. Observing
2. Making inferences
3. Communicating
4. Brainstorming

Grade 3 Unit Design Framework

Chapter 1

Health Education (H13101)

Content: Human Growth and Development

Time: 10 hours

Strand 1: Human Growth and Development

Standard H1.1: Understanding of nature of human growth and development

Grade level indicators

H1.1 Gr3/1 Explain characteristics and growth of the human body.

H1.1 Gr3/2 Compare their growth with standard criteria.

H1.1 Gr3/3 Specify factors affecting growth.

Learning Objective

Students will be taught to :

1. Understand that our body change as we grow.
2. List the stages of human growth.
3. Understand that we need to take good care of our teeth.

Learning Outcomes

Students will be able to:

1. Describe the changes in our body as we grow.
2. Know the importance of the reproductive, circulatory and respiratory system on health.
3. Take care of our teeth.

Learning Areas

- Our body changes as we grow
- Stages of growth
- Respiratory system
- Our teeth

Teaching and Learning Activities

1. Ask students why they need to buy new shoes and clothes. Are the old shoes and clothes worn out? Or just simply because we have out grown them. Explain that we grow and become bigger in size.

2. Get a weighing scale. Guide students to measure the weight of each student. Using a measuring tape, guide students to measure the height of each student. Get students to record their heights and weights in their notebook. Does everyone have the same height and weight? Explain that no one grow at the same rate. Some may be taller and some may be

shorter. Some may be heavier and some may be lighter. Emphasize that everyone is different and special in his own ways. The important thing is our health. We should be healthy.

3. Explain to students that there are a few stages of growth in humans. There are generally 5 stages – infancy (0 to 2 years old), childhood (2 to 13 years old), adolescence (13 to 18 years old), adulthood (18 to 65 years old) and old age (65 years old and above).

4. Help students to recall the sets of teeth we have in our lifetime. How many permanent teeth do we have?

5. Ask students to imagine that they did not take good care of their teeth. What will happen to their teeth? Can we talk and eat properly? Tooth decay causes bad breath too.

6. Ask students if they have visited a dentist before. What will a dentist do? How often should we visit a dentist?

Emphasized Skills:

1. Observing
2. Making inferences
3. Brainstorming
4. Communicating

Chapter 2

Health Education (H13101)

Content: Life and Family

Time: 10 hours

Strand 2: Life and Family

Standard H2.1: Understanding and self-appreciation; family; sex education; and life skills

Grade level indicators

H2.1 Gr3/1 Explain the importance and differences of the family on themselves.

H2.1 Gr3/2 Explain methods of creating relationships in the family and groups of friends.

H2.1 Gr3/3 Tell methods of avoiding behaviours conducive to sexual harassment.

Learning Objective

Students will be taught to :

1. Understand our friends and society.
2. Understand ways to avoid unwanted behaviors from friends and strangers.

Learning Outcomes

Students will be able to:

1. Know how to be friends.
2. Realize that friends have their own ideas and opinions.
3. Realize that communities are the people around us.
4. Know that other people should not touch us and make us uncomfortable.
5. Realize that we have to be careful with strangers.

Learning Areas

- Friends and society
- Do not touch me

Teaching and Learning Activities

1. Ask students to name a few of their friends. Discuss based on these questions:
 - A. Who are friends?
 - B. What do we do with our friends?
 - C. Are friends important?
 - D. What happens if we do not have any friends? How will you feel?
 - E. Do we learn anything from friends?

2. There are some touches by friends that we feel alright and some that make us feel uncomfortable. A pat or a hug or a handshake can make us feel happy. However a kick or a hit makes us feel sad and angry.

3. Explain to students that strangers are someone we do not know at all. We should never trust any strangers.

Emphasized Skills:

1. Observing
2. Making inferences
3. Brainstorming
4. Communicating

Chapter 5

Health Education (H13101)

Content: Health Production

Time: 10 hours

Strand 4: Health Strengthening, Capacities and Disease Prevention

Standard H4.1: Appreciation and skills in health strengthening; maintaining one's health; disease prevention and strengthening capacity for health.

Grade level indicators

H4.1 Gr3/1 Explain transmission and methods of protection from spreading of diseases.

H4.1 Gr3/2 Classify the 5 groups of essential nutrients.

H4.1 Gr3/3 Choose to take a varied diet with all the 5 groups of essential nutrients in appropriate proportion.

H4.1 Gr3/4 Show correct method of brushing teeth for proper cleaning.

H4.1 Gr3/5 Can strengthen physical capacities as advised.

Learning Objective

Students will be taught to :

1. Understand food label.
2. Understand harmful substances are dangerous to our health.
3. Realize that feelings and emotions are part of us.

Learning Outcomes

Students will be able to:

1. Identify the types of food.
2. Read and extract information from food label.
3. Identify harmful substances and how they affect our health.
4. Reject invitations to harmful substances.
5. Express our feelings and emotions positively.
6. Manage our feelings and emotions.
7. Maintain close relationship with family and friends.

Learning Areas

- Food
- Food label
- Stay away from harmful substances
- Feelings and emotions
- Maintain close relationship with family and friends

Teaching and Learning Activities

1. Help students to recall the reasons for food. Why do we need food?.
2. Ask students if they can differentiate fresh food and processed food. Ask for examples.
3. Get a food label. Show students the following information:
 - The common name of the food
 - The net quantity if its content
 - The nutrition facts
 - The ingredient and chemicals used in processing the food
 - The expiry date
 - The storage method
 - Explain each of the information on the food label.
4. Explain that the medicines we take when we are sick are drugs. However, when drugs are not used for medical purposes, they will harm our bodies.
5. Explain that alcoholic drinks contain alcohol that is a kind of chemical that can make us drunk. Ask students to predict what happens when a person is drunk. Guide them to understand that drinking does not bring benefits to us at all. It causes us not able to make good judgement and causes mood changes. Discuss also why a pregnant woman should not drink at all.
6. Ask students if they have visited a dentist before. What will a dentist do? How often should we visit a dentist?
7. Explain to students that it is alright to have feelings and emotions, but we must learn to manage them, specially the negative ones.
8. Ask students about their relationships with their family members. Are they close? Stress that our family is the very important to each one of us.
9. Ask students of their good friends. How should we maintain a friendship?
10. Ask students if they have argued with anyone today. Explain that arguments occur because of different opinions. What should we do when there is an argument? Should we shout or fight with them?

Emphasized Skills:

1. Observing
2. Making inferences
3. Brainstorming
4. Communicating

Chapter 6

Health Education (H13101)

Content: Safety of Life

Time: 10 hours

Strand 5: Safety in Life

Standard H5.1: Prevention and avoidance of risk factors; behaviours detrimental to health; accidents; use of medicines; addictive substances and violence.

Grade level indicators

H5.1 Gr3/1 Conduct themselves for safety from accidents at home, in school and while travelling.

H5.1 Gr3/2 Show methods of seeking help from persons and various sources when there are dangerous incidents or accidents.

H5.1 Gr3/3 Show methods of first aid treatment when injured from play.

Learning Objective

Students will be taught to :

1. Understand some first aid.

Learning Outcomes

Students will be able to:

1. Know what to do when someone get scalds and burns, cuts, stung by insects and in case of fire.
2. Know the numbers to dial in case of emergency.

Learning Areas

- First aid
- Numbers to dial in case of emergency

Teaching and Learning Activities

1. Explain what first aid is.
2. Show students a first-aid kit. What does it contain? When so we need to use it?
3. Explain how to differentiate between a scald and a burn.
4. Explain to students that we need to know a few important telephone numbers in case of emergency such as a fire, a robbery, a heart attack and a flood.

Emphasized Skills:

1. Observing
2. Making inferences
3. Brainstorming
4. Communicating

Grade 4 Unit Design Framework

Chapter 1

Health Education (H14101)

Content: Growth in development

Time: 10 hours

Strand 1: Human Growth and Development

Standard H1.1: Understanding of nature of human growth and development.

Grade level indicators

H1.1 Gr4/1 Explain physical and mental growth and development in accord with their age.

H1.1 Gr4/2 Explain importance of muscles, bones and joints affecting health, growth and development.

H1.1 Gr4/3 Explain methods of taking care of muscles, bones and joints for efficient functioning.

Learning Objective

Students will be taught to :

1. Understand that our body change as we grow.

Learning Outcomes

Students will be able to:

1. Describe the changes in our body as we grow.
2. List the stages of human growth.

Learning Areas

- Our body changes as we grow
- Stages of growth

Teaching and Learning Activities

1. Explain that we grow and become bigger in size.
2. Explain when we grow, we will become taller and heavier. How do we measure our heights and weights?
3. Explain no one grow at the same rate. Some may be taller and some may be shorter.
4. Explain to students that there a few stages of growth in humans.

Emphasized Skills:

1. Observing
2. Making inferences
3. Brainstorming
4. Communicating

Chapter 2

Health Education (H14101)

Content: Family and culture

Time: 10 hours

Strand 2: Life and Family

Standard H2.1: Understanding and self-appreciation; family; sex education; and life skills.

Grade level indicators

H2.1 Gr4/1 Explain characteristics of friends and of good family members.

H2.1 Gr4/2 Exhibit behaviours appropriate to their sex in accord with Thai culture.

H2.1 Gr4/3 Cite examples of methods of refusing harmful and inappropriate actions in sexual matters.

Learning Objective

Students will be taught to :

1. Understand our roles in a family.

Learning Outcomes

Students will be able to:

1. Know the relationships between the members of the family.
2. Respect family members.
3. Identify the roles and responsibilities of the members of the family

Learning Areas

- The people in my family
- We are important in our family
- Respecting one another in the family

Teaching and Learning Activities

1. Explain relationships between the family members.
2. Explain the roles and responsibilities of each family member.
3. Explain respect the family members in order to build a happy family.

Emphasized Skills:

1. Observing
2. Making inferences
3. Brainstorming
4. Communicating

Chapter 5

Health Education (H14101)

Content: Environment and Health

Time: 10 hours

Strand 4: Health Strengthening, Capacities and Disease Prevention

Standard H4.1: Appreciation and skills in health strengthening; maintaining one's health; disease prevention and strengthening capacity for health.

Grade level indicators

H4.1 Gr4/1 Explain relationship between the environment and health.

H4.1 Gr4/2 Explain states of emotions and feelings affecting health.

H4.1 Gr4/3 Analyse data on labels of food and health products to make consumption choices.

H4.1 Gr4/4 Test and improve physical capacities from the results of physical fitness testing.

Learning Objective

Students will be taught to :

1. Express our feelings and emotions positively.

Learning Outcomes

Students will be able to:

1. Feelings and emotions.
2. List the stages of human growth.

Learning Areas

- Our body changes as we grow
- Stages of growth

Teaching and Learning Activities

1. Explain feeling is.
2. Explain when we grow, we will become taller and heavier. How do we measure our heights and weights?
3. Explain how they feel now. Are they happy, sad, angry or frustrated? Do they know why they have such feeling and emotion?
4. Explain negative feelings and emotions are not managed well. Will there be a conflicts or even a fight? Will everyone be influenced by the negative feelings and emotions? Will the relationships between friends and family turn sour?

Emphasized Skills:

1. Observing
2. Making inferences
3. Brainstorming
4. Communicating

Chapter 6

Health Education (H14101)

Content: Drugs and Dangers of Drugs

Time: 10 hours

Strand 5: Safety in Life

Standard H5.1: Prevention and avoidance of risk factors; behaviours detrimental to health; accidents; use of medicines; addictive substances and violence.

Grade level indicators

H5.1 Gr4/1 Analyse the factors influencing the use of addictive substances.

H5.1 Gr4/2 Analyse effects of the use of medicines and addictive substances on the body, mind, emotions, society and the intellect.

H5.1 Gr4/3 Conduct themselves for safety from misuse of medicines and to avoid addictive substances.

Learning Objective

Students will be taught to :

1. Understand the factors influencing the abuse of drugs and its effects.

Learning Outcomes

Students will be able to:

1. Know the causes of drug abuse.
2. Know the effects of drug abuse.

Learning Areas

- Causes of drug abuse
- Effects of drug abuse

Teaching and Learning Activities

1. Explain about drug is.
2. Explain to the students that there are many reasons why a person turns to drug abuse.
3. Explain to the students that drug abuse has many negative effects. Drug abuse affects ourselves, people around us and the society and country.
4. Explain to the students that drug abuse leads to many health problems and illnesses.

Emphasized Skills:

1. Observing
2. Making inferences
3. Brainstorming
4. Communicating

Grade 5 Unit Design Framework

Chapter 1

Health Education (H15101)

Content: Our Body and Puberty

Time: 10 hours

Strand 1: Human Growth and Development

Standard H1.1: Understanding of nature of human growth and development.

Grade level indicators

H1.1 Gr5/1 Explain importance of digestive and excretory systems on health, growth and development.

H1.1 Gr5/2 Explain methods of taking care of digestive and excretory systems for functioning.

Learning Objective

Students will be taught to :

1. Understand the importance of a healthy digestive and excretory system.
2. Understand the sexual changes occurring (puberty).
3. Understand how to accept the changes brought by puberty.

Learning Outcomes

Students will be able to:

1. Maintain a healthy digestive and excretory system.
2. Know the importance of the digestive and excretory system on health.
3. Know the physiological, psychological and behavioral changes in puberty.
4. Know the ways to cope with the physiological, psychological and behavioral changes in puberty.

Learning Areas

- Digestive system
- Excretory system
- Puberty
- Coping with puberty

Teaching and Learning Activities

1. Explain to the students that digestion begins in the mouth. Food is grinded by the teeth and mixed with saliva. Take a few pieces of biscuits and start grinding and crushing them using a pestle and mortar. The grinding and crushing is similar to the action of the teeth in the mouth. Add water to the crushed biscuits until it forms a paste. The addition of water reflects the saliva in the mouth.

2. Next, explain to the students about the movement of food down the esophagus. Form a bolus using the paste and put it in a clear rubber tube. The bolus is formed by the tongue. Contract and relax your fingers alternately to push the paste down the rubber tube to mimic the peristaltic movement of the esophagus.

3. Then, explain to the students about the stomach function and also the process that occurs. Inform the students that the stomach is also known as the mixing chamber. The food is mixed thoroughly with gastric juices to form chyme. Put the paste in a container and add water until it becomes liquid. Then, swirl the container gently. The container represents the stomach and the water represents the gastric juices. The action of swirling the contents reflects the mixing of food with gastric juices in the stomach.

4. After that, explain to the students about the addition of bile and pancreatic juices in the duodenum and absorption of nutrients in the small intestine. Elaborate on the absorption of water minerals and vitamins from what remains of the food.

5. Explain to the students that if they do not take care of their digestive system, they would fall sick and may have diarrhea, constipation, vomiting, peptic ulcers and much more.

6. Explain to the students briefly about the excretory system. Mention that the three excretory organs are the skin, the lungs and the kidneys.

7. Explain to the students about the structure and functions of skin.

8. Explain to the students about the structure of the lungs. Include that the lungs help us breathe and taking in oxygen, which is necessary to keep us alive.

9. Explain to the students about the structure of kidneys and the role it plays in excretion.

10. Explain about the physiological changes in puberty. Let them know that the changes are not the same for a male and a female.

11. Explain the psychological changes that occur during puberty. Tell them that everyone goes through the same experience.

12. Explain about the changes that occur during puberty.

13. Explain to them the ways to cope with the physiological psychological and behavioral changes.

Emphasized Skills:

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

Chapter 2

Health Education (H15101)

Content: Family and friends

Time: 10 hours

Strand 2: Life and Family

Standard H2.1: Understanding and self-appreciation; family; sex education; and life skills.

Grade level indicators

H2.1 Gr5/1 Explain sexual changes and conduct themselves appropriately.

H2.1 Gr5/2 Explain the importance of having a warm family in accord with Thai culture.

H2.1 Gr5/3 Specify desirable and undesirable behaviours in resolving conflicts in family and groups of friends.

Learning Objective

Students will be taught to :

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

Learning Outcomes

Students will be able to:

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

Learning Areas

- The family

Teaching and Learning Activities

1. Explain to the student about the characteristics of an ideal family. Emphasize on the importance of communication between family members.

2. Explain to them that all the family members should contribute to the welfare of the family. Elaborate on the other characteristics of an ideal family such as focusing on the strength of one another and to care and show respect for one another.

3. Explain to the students that conflict arise from disagreements between two or more people. Emphasize to the students on the importance of trust, promise and faith. Let them know that conflict occurs when any of these are broken.

Emphasized Skills:

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

Chapter 5

Health Education (H15101)

Content: Health promotion &

Time: 10 hours

Information on choosing food and Health Product

Strand 4: Health Strengthening, Capacities and Disease Prevention

Standard H4.1: Appreciation and skills in health strengthening; maintaining one's health; disease prevention and strengthening capacity for health.

Grade level indicators

H4.1 Gr5/1 Show behaviours that recognise the importance of observing the National Health Regulations.

H4.1 Gr5/2 Search for data and information for health-strengthening.

H4.1 Gr5/3 Analyse advertising media to inform decision-making when choosing to buy food and health products with proper reasons.

H4.1 Gr5/4 Observe requirements for self-protection from diseases frequently found in daily life.

H4.1 Gr5/5 Test and improve physical capacity from results of physical fitness testing.

Learning Objective

Students will be taught to :

1. Understand the importance of observing the National Health Regulations.
2. Understand the importance of disease prevention.
3. Understand the influence of media on health behavior.
4. Understand the influence of advertisements on decision making when choosing food and health products.

Learning Outcomes

Students will be able to:

1. List and elaborate the 10 important elements in the National Health Guideline.
2. Gather information on health through various sources.
3. Recognize the symptoms of common infectious disease and know the methods of prevention and treatments.
4. Make the proper decision when choosing food and health products by reading the labels carefully.
5. Evaluate the reliability of advertisements.
6. Know the government agencies responsible for accreditation and recognition.
7. Know how the media influence health decisions.

Learning Areas

- National health guideline
- Information on health
- Disease prevention
- Advertisements

Teaching and Learning Activities

1. Explain to the students about the importance of keeping our body clean. Advise them to shower twice a day using soap and clean water to remove the oil, dirt and sweat on the body. Advise them to wear clean and suitable clothes in different weathers. Elaborate on keeping personal items clean and storing them properly.

2. Explain to them that brushing our teeth too hard will injure the gums and cause the tooth enamel to wear off. Advise them to brush their teeth gently using soft-bristled toothbrush and toothpaste that contains fluoride.

3. Explain to the students that they should eat more fruits and vegetables and avoid sticky and sweet food. They should go for a dental check up once a year.

4. Explain to the students that they need to exercise regularly and have medical check-ups once a year.

5. Explain to the students on the importance of showing concern to others. They should show concern for the environment.

6. Explain to the students that we must keep ourselves updated on health information to maintain good health. Show them the websites available on the internet for them to gather health information.

7. Explain to the students about the importance of updating themselves with health information.

8. Elaborate on the cause, symptoms, treatment and prevention of Dengue fever and Tinea versicolor.

9. Explain to the students that advertisements function to attract customers to purchase a product and that most advertisements highlight only the positive and attractive side of the products. Have they ever seen an advertisement promoting the bad points of a product?

10. Explain to the students about the powerful influence that media has on people. These effects may be either good or bad.

Emphasized Skills:

1. Observing
2. Listening
3. Relating
4. Generating ideas
5. Attributing
6. Detecting
7. Making decisions

Chapter 6

Health Education (H15101)

Content: Drug Addition

Time: 10 hours

Strand 5: Safety in Life

Standard H5.1: Prevention and avoidance of risk factors; behaviours detrimental to health; accidents; use of medicines; addictive substances and violence.

Grade level indicators

H5.1 Gr5/1 Analyse the factors influencing the use of addictive substances.

H5.1 Gr5/2 Analyse effects of the use of medicines and addictive substances on the body, mind, emotions, society and the intellect.

H5.1 Gr5/3 Conduct themselves for safety from misuse of medicines and to avoid addictive substances.

H5.1 Gr5/4 Analyse the influence of media on health behaviours.

H5.1 Gr5/5 Conduct themselves for protection from harm from playing sports.

Learning Objective

Students will be taught to :

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

Learning Outcomes

Students will be able to:

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

Learning Areas

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

Teaching and Learning Activities

1. Explain to the students that there are many reasons why a person turns to drug abuse. Elaborate on some of the causes, such as:

- Peer pressure
- Help forget their problems

- To excel in sports
2. Explain to the students that drug abuse has many negative effects. Drug abuse affects ourselves, people around us and the society and country.
 3. Explain to the students that drug abuse leads to many health problems and illnesses. Explain briefly about how drug abuse can lead to these illnesses.
 4. Explain to the students that drug abuse can lead to abnormal behavior and strange actions. A drug addict under the influence can be doing and talking things that make no sense.
 5. Explain to the students on how drugs affect the society and the country. Drug abuse is illegal. Many drug addicts resort to criminal activities to earn money to buy drugs. It causes the government a lot of money to treat and rehabilitate drug addicts. This leads to loss of human resources and a tarnished image of our country globally.
 6. Explain to the students briefly about medicines.
 7. Explain to the students about the dos and don'ts of using medicines.

Emphasized Skills:

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

Grade 6 Unit Design Framework

Chapter 1

Health Education (H16101)

Content: Our Body

Time: 10 hours

Strand 1: Human Growth and Development

Standard H1.1: Understanding of nature of human growth and development

Grade level indicators

H1.1 Gr6/1 Explain the importance of reproductive and circulatory systems affecting health, growth and development.

H1.1 Gr6/2 Explain methods of taking care of reproductive, circulatory and respiratory systems for normal functioning.

Learning Objective

Students will be taught to :

1. Understand the importance of a healthy reproductive, circulatory and respiratory system.

Learning Outcomes

Students will be able to:

1. Maintain a healthy reproductive, circulatory and respiratory system.
2. Know the importance of the reproductive, circulatory and respiratory system on health.

Learning Areas

- Reproductive system
- Circulatory system
- Respiratory system

Teaching and Learning Activities

1. Explain to the students about the function of the structures in the male and the female reproductive system.

2. Show the students the picture of a young girl and an adult woman, a young boy and an adult man. Paste the pictures on the board. Let the students observe the differences. Ask the students to write the changes in the female during puberty on the board.

3. Show the students diagrams of the uterus during different stages of the menstrual cycle. Let the students observe the difference in the thickness of the uterine wall.

4. The main structures of the cardiovascular system are the blood, blood vessels and the heart.

5. Explain to the students about the structures and functions about the components of blood, which are:

- a. Plasma
- b. Platelets
- c. White blood cells
- d. Red blood cells

6. Explain to the students about the structure and functions of the artery, capillary and vein.

7. Show the students a simple video on the process of breathing.

8. Assemble a model of the lungs with the ribcage. Get a bell jar with a rubber sheet attached to the bottom. Then attach two pieces of balloons to the shorter arms of a Y-tube. Attach a cork with a hole in the middle to the longer arm of the Y-tube. Insert the Y-tube into the mouth of the bell jar. The cork will serve as a stopper to prevent air from entering the bell jar. The bell jar represents the thoracic cavity while the rubber sheet represents the diaphragm and the balloons represent the lungs.

9. To show inhalation or 'breathing in', pull down the rubber sheet. The balloons are filled with air and they expand. To show exhalation or breathing out' push in the rubber sheet and air will escape from the balloons causing them to deflate.

10. Explain about breathing to the students.

Emphasized Skills:

- 1. Observing
- 2. Visualizing
- 3. Relating
- 4. Comparing and contrasting

Chapter 2

Health Education (H16101)

Content: Interpersonal Relationships and Ricky Behavior

Time: 10 hours

Strand 2: Life and Family

Standard H2.1: Understanding and self-appreciation; family; sex education; and life skills

Grade level indicators

H2.1 Gr6/1 Explain the importance of creating and maintaining relationships with others.

H2.1 Gr6/2 Analyze risk behaviors conducive to sexual intercourse, contracting AIDS and premature pregnancy.

Learning Objective

Students will be taught to :

1. Understand the importance of creating and maintaining relationships with other.
2. Understand the risks involved in early sexual activity.

Learning Outcomes

Students will be able to:

1. Build and maintain a healthy family relationship.
2. Build and maintain relationships with other people.
3. Know that having sex may lead to AIDS and unplanned pregnancy.
4. Avoid early sexual activity.

Learning Areas

- How to build and maintain a healthy family relationship
- How to build and maintain relationships with other people
- AIDS
- Factors that might lead to early sexual activities
- How to avoid early sexual activity

Teaching and Learning Activities

1. Ask the students about their family. Do they feel like they have a happy family? Are they close to their family members?

2. Explain to the students on the importance of building and maintaining a healthy family relationship. Give suggestions on how to build and maintain a healthy family relationship.

3. Explain to the students on the importance of friendship. Advise them to cherish and love their friends. Give suggestions on how to build and maintain a long lasting friendship.

4. Ask the students if they have build relationships with other people. They may be shopkeepers, neighbors, or even students from other schools.

5. Explain to the students that building and maintaining good interpersonal relationships with other people will produce a pleasant and peaceful society. Give suggestions on how to build and maintain relationships with other people.

6. Ask the students to give other suggestions on how to build and maintain relationships with other people.

7. Ask the students what they know about AIDS.

8. Explain to the students about AIDS. Inform them that AIDS is a sexually transmitted disease (STD). Elaborate briefly on STDs and give examples to the students.

9. Explain and elaborate to the students to factors that might lead to early sexual activity.

10. Inform the students that early sexual activity is very risky. Advise them to avoid early sexual activity.

Emphasized Skills:

1. Observing
2. Problem solving
3. Social skills
4. Visualizing
5. Generating ideas
6. Evaluating

Chapter 5

Health Education (H16101)

Content: The Environment and Human Health and Infection Diseases Time: 10 hours

Strand 4: Health Strengthening, Capacities and Disease Prevention

Standard H4.1: Appreciation and skills in health strengthening; maintaining one's health; disease prevention and strengthening capacity for health

Grade level indicators

H4.1 Gr6/1 Show behaviours for preventing and solving environmental problems affecting health.

H4.1 Gr6/2 Analyse effects from spreading of diseases and propose guidelines for preventing important communicable diseases prevalent in Thailand.

H4.1 Gr6/3 Show behaviours indicating responsibility for health for all.

H4.1 Gr6/4 Continuously strengthen and improve physical capacity for health.

Learning Objective

Students will be taught to :

1. Understand the effect of pollution on health.
2. Understand the importance of solving environmental problems.
3. Understand the effect of spreading diseases.
4. Understand the importance of preventing the spread of infectious.

Learning Outcomes

Students will be able to:

1. Know how to reduce, reuse and recycle.
2. Be responsible towards taking care of the environment.
3. Know the infectious diseases in Thailand.
4. Know the effects of infectious diseases.

Learning Areas

- Pollutions
- Social responsible towards taking care of the environment
- Infectious diseases in Thailand
- Effects of infectious diseases

Teaching and Learning Activities (The Environment and Human Health)

1. Bring a picture of an old tree to the class. Tell the class that the tree has been standing for many years, but now it is dying.
2. Tell them that the tree has been working hard for many years to produce oxygen for humans. It does not receive enough sunlight because the leaves of the tree are now covered in soot and dust. Air pollution is the cause.
3. Tell them that the tree is thirsty. Its roots cannot find clean water anymore. Water pollution is the cause.
4. Tell the students that the tree is poisoned. It cannot take nutrients from the soil which is contaminated by industrial waste. Soil pollution is the cause.
5. Finally, tell the students that all the animals that used to live on the tree have ran away. The sounds from the honking cars, low flying airplanes, and machinery from a construction site nearby have scared away the animals. Sound pollution is the cause.
6. Show the picture of a dead tree. Tell the students that this is the same tree which has now died because of pollution.
7. The tree is a living thing. Pollution has destroyed the tree. We humans are also living things and pollution is currently destroying us. Ask the students, do they want to end up like the tree?
8. Explain to the students about pollution. Talk about :
 - (a) Air pollution
 - (b) Water pollution
 - (c) Soil pollution
 - (d) Water pollution
9. Ask the students about the three Rs. What does it stand for? How can it be applied in daily life? Inform the students that the three Rs stand for 'Reduce', 'Reuse' and 'Recycle'.

Teaching and Learning Activities (Infection Diseases)

1. Tell students about the 2009 flu pandemic or H1N1 flu. Describe the symptoms and give the methods of prevention. Give the students a demonstration on how to wash our hands properly.
2. Explain to the student about bird flu. Describe the symptoms and give the methods of prevention.
3. Show the students the picture of an Aedes mosquito. Let the students observe the distinctive black and white stripes on the mosquito. Inform the students that this mosquito transmits germs that cause Dengue fever.
4. Describe the symptoms of Dengue fever and give suggestions on how to prevent the spread of this disease.
5. Explain to the students about AIDS and how it is brought upon by HIV. Describe the symptoms of AIDS/HIV and inform the student the methods of prevention.

6. Explain to the students about the symptoms of rabies. Let them know the methods of prevention.

7. Elaborate on the disease leptospirosis. Focus on how it is spread, the symptoms and also the methods of prevention.

8. Explain to the students that infectious diseases bring effects on the person infected, family members and the society and countries.

9. Ask the students to discuss on how the infected person is affected by the infectious disease.

10. Then, ask them to imagine if they are sick. How do they think their family members are affected? Will they be sad? Will they be worried? Will they be able to carry out their daily activities normally?

11. Pour four different colors of glitter dust into four separate plates. Choose four volunteers from the class. Ask each student to dip their hand into a plate. Now, their palms have glitter dust. Tell the students that the glitter on the hands of the students represent the germs on their hands. Ask the four students to shake hands with each other. Then, ask them to look at their palms and show it to the class. Their palms now have different colored glitter dust.

12. Tell the students to imagine that the glitter dust on their hands is germs. This activity shows how easily germs are spread.

Emphasized Skills:

1. Observing
2. Generating ideas
3. Inventing
4. Visualizing
5. Brainstorming

Chapter 6

Health Education (H16101)

Content: Nature Disasters and Drug Addition

Time: 10 hours

Strand 5: Safety in Life

Standard H5.1: Prevention and avoidance of risk factors; behaviors detrimental to health; accidents; use of medicines; addictive substances and violence

Grade level indicators

H5.1 Gr6/1 Analyse effects of violence from natural disasters on the body, mind and society.

H5.1 Gr6/2 Specify self-conduct for safety from natural disasters.

H5.1 Gr6/3 Analyse causes of addiction to drugs and persuade others to avoid the use of drugs.

Learning Objective

Students will be taught to :

1. Understand the destructive effects of natural disasters.
2. Understand the importance of being prepared for natural disasters.
3. Understand the factors influencing drug addition and its effects.

Learning Outcomes

Students will be able to:

1. Be prepared to face natural disasters.
2. State the effects of natural disasters.
3. Know the causes of drug addiction.
4. Know the effects of drug abuse.

Learning Areas

- Natural disasters
- Effects of natural disasters
- Causes of drug addition
- Harmful effects of drug addition

Teaching and Learning Activities (Natural Disasters)

1. Explain to the students that natural disasters are very dangerous and that we should be prepared to face them.

2. These are the topics of natural disasters to explain to the students:

- a. Flood
- b. Storm
- c. Earthquake
- d. Landslide
- e. Volcanic eruption
- f. Drought
- g. Wildfire

3. Ask the students to pretend that an earthquake has just occurred. Explain to them that depending on how far from the center of the quake they are, people get enough time to reduce the chance of serious injury. Here are some ideas:

- a. If you are in a lift, you would get out of it.
- b. If you are near a desk, you would get under it.
- c. If you are on a bus, you would hold tight onto a strap or rail.
- d. If you are standing by a cliff, you would move away.
- e. If you are driving a train, you would slow down or stop.
- f. If you are riding a bike, you would get off it.
- g. If you near a building site, you would move away from large cranes.
- h. If you were cooking a meal, you would turn off the heat.

4. Show the students a video of a tsunami hitting a beach. Let them observe how fast the waves managed to create so much destruction.

5. Advise the students that they should prepare in advance for tsunamis. They should also know what to do in case of a tsunami.

6. Bring the students attention to other natural disasters such as volcanic eruption, drought, wildfire and landslide. Elaborate on the general steps to prepare for any natural disasters.

7. Show the students pictures of natural disasters. These pictures must highlight the property damage as well as the loss of lives.

8. Ask the students what they feel when they see these pictures. Do they feel sad? Do they notice the destruction of the buildings? Do they notice the dead bodies?

9. Tell the students that there are many negative impacts after a natural disaster. These effects leave physical, emotional and social impacts.

Teaching and Learning Activities (Drug Addition)

1. Guide the students to these causes of drug addiction:

- a. Curiosity
- b. Peer pressure/social
- c. Abuse by strangers
- d. Family or financial problems
- e. Environment

2. Explain to the students how the causes for drug abuse above manage to bring about addiction to drugs.

3. Explain to the students that the effects of drug addiction on society include increased crime rate, lack of human resources and expenditure of government funds.

4. Explain to the students that addiction to drugs can cause deterioration of health, illnesses, emotional disturbances, abnormal behavior, and ultimately death.

5. Explain to the students that drug addiction is a serious problem and must be prevented.

6. Elaborate that drug prevention begins with education and involves:

- a. Youth
- b. Family
- c. School
- d. Society

Emphasized Skills:

- 1. Observing
- 2. Visualizing
- 3. Evaluating
- 4. Problem solving
- 5. Brainstorming

Measurement and evaluation of learning outcomes

Measurement and evaluation of learning outcomes

Ban San Kamphaeng School sets the criteria for measuring and evaluating the learning of learners of additional English subjects covering knowledge, skills, processes and characteristics according to the learning standards of the curriculum with the aim of measuring and evaluation for

- Develop learners
- To judge the academic results and set the following measurement and evaluation guidelines.

1. Forms of measurement and evaluation are as follows:

1.1 Assessment before class

- Assessment of readiness and baseline of learners
- Assessment of knowledge of the subject to be studied before learning

1.2 Assessment during class

- Assessment with personal communication
- Assessment from practice
- Assessment based on real conditions

1.3 Evaluation after school

- Assessment after school
- Assessment after school year end

By evaluating the learning results according to the learning outcomes, which have set the ratio The score during the course and the end of the year test is 80: 20.

2. Methods of measurement and evaluation

In measuring and evaluating to obtain information that emphasizes the true abilities and characteristics of learners, a variety of methods and tools must be used, for example:

2.1 The test is an assessment to check knowledge, ideas and progress in learning subjects. There are many types of measurement tools such as multiple choice, written response, narration, short fill-in, true-wrong and catch. couple etc.

2.2 Observation is an assessment of behavior, emotion, learner interaction, relationship during group work, cooperation in work, planning, patience, problem-solving methods, work fluency, tool use. Various during teaching and doing various activities, observations that teachers can do at any time, which may be formally observed.

By determining the time and person to observe, or informal observation, which is an observation by analyzing the elements of the observed object, setting criteria and traces that will be used as a guideline for observation and then preparing a checklist. (checklist) and estimation (rating scale)

2.3 The interview is a conversation, questioning, talking to find information that is not clearly visible in what students behave in project work / project work, group work, daily routine, interview informants, may as for the students themselves, their colleagues, as well as their parents,

interviews may be formalized on a fixed date, time and subject. And informal interviews are not specific conversations. This will create a good relationship and get clear information consistent with the real situation. In which the teacher will ask questions in advance so that we can talk to the point.

2.4 Practical assessment, it is an action assessment, an action to assess the creation of work, completion, demonstration, demonstration of skills and abilities that learners show in their work. Practical assessments must be prepared with assessment tools such as scoring rubric, rating scale and checklist, etc.

2.5 Scoring rubric is an analysis of components and issues to be assessed. To characterize the quality of a job or action as a quality or quantity level or competency level to guide the assessment. And it is important information for teachers, parents or other interested people to know what a student learns, how much he can do and what the quality of work or workload is. The assessor may give overall scores or classify the components.

2.6 Portfolio assessment is an assessment of the ability to produce works integrating knowledge, experience, effort, feelings, opinions of students arising from the collection, collection of works, selection Contributions and reflections on the works including performance evaluation The portfolio assessment assesses creative management. Evidence showing knowledge and competency in the work which shows the achievement and potential of learners in that subject matter.

3. Measurement and Evaluation workload/piece

- Observation form
- Interview form
- Activity sheet
- Practice/Quiz

4. Measurement and evaluation tools workload/piece

- observation record form
- Interview record form
- activity record form
- Practice notes/tests

5. Measures and evaluations are:

- teachers
- learner
- friend
- parent

6. Criteria for judging the assessment results of learning subjects

Judging criteria, the foreign language learning subject group (English) must have a combined assessment score on knowledge, skills/processes, and characteristics. divided into the following learning outcome levels:

Level	4	means	scores	80 – 100
Level	3.5	means	scores	75 – 79
Level	3	means	scores	70 – 74
Level	2.5	means	scores	65 – 69
Level	2	means	scores	60 – 64
Level	1.5	means	scores	55 – 59
Level	1	means	scores	50 – 54
Level	0	means	scores	0 – 49

7. Judging Criteria English course

7.1 Learners must have at least 80 percent of the total study time.

7.2 Learners must have a pass assessment score of 50 percent of the learning outcomes. Passed learning results must have Assessment results 65 percent of all learning outcomes.

7.3 Learners must be judged on the Thai language subject at level 1 or higher.

7.4 Learners must have assessment results for reading, thinking, analyzing and writing English subjects passed level.

7.5 Learners must have desirable characteristics assessment results. English language course passed level.

Glossary

Glossary

Body Mechanism

The body mechanism can refer to several things depending on the context. It could mean the human body's systems and how they interact, focusing on physiology and anatomy. Alternatively, it could refer to mechanical systems and mechanisms in engineering, which are designed to transform motion and forces.

Specialized Movement

Specialized movement skills are refined and combined fundamental movement patterns that are used in more organized activities like sports. These skills are developed through practice and training, allowing for efficient performance of complex movements. Examples include fielding a ground ball in softball, climbing a rock wall, or performing a specific dance step.

Daily Movement

Daily movement is the most effective way to improve your wellbeing from a physical and mental standpoint. With life as we know it, it can be difficult to dedicate time each day to get a structured workout in, however it's vital that you move in some capacity each day.

Fundamental Movements

Fundamental movement skills (FMS) are basic movement patterns that serve as the foundation for more complex physical activities. They are crucial for developing physical literacy and include locomotor, object control, and stability skills. Examples include running, jumping, throwing, catching, and balancing.

Emotion and Stress Management

Emotion and stress management refers to the ability to understand, manage, and respond to emotions in healthy and adaptive ways, particularly in the face of stress. It involves developing strategies to cope with stressful situations, regulate emotional responses, and improve overall well-being. Effective emotion and stress management can lead to reduced negative impacts of stress, enhanced mental health, and an improved quality of life.

Cardiopulmonary Resuscitation = CPR

Cardiopulmonary Resuscitation, commonly abbreviated as CPR, is an emergency procedure that combines chest compressions and rescue breaths to maintain blood flow and oxygenation to vital organs when someone's heart and breathing have stopped. It's a life-saving technique used during cardiac or respiratory arrest.

First Care

It could also refer to First aid, which is the immediate care given to someone who has been injured or is suddenly ill, often before professional medical help arrives.

Sustainable Development

Sustainable development is a way of growing and developing that meets the needs of the present without compromising the ability of future generations to meet their own needs. It aims to balance economic growth, social equity, and environmental protection. This approach recognizes that the well-being of people, the planet, and the economy are interconnected and interdependent.

Folk Plays

Folk plays are theatrical performances with deep roots in local culture and traditions, often passed down orally and incorporating elements of music, dance, and storytelling. They are typically performed in rural communities or by local residents at specific times of the year, such as festivals or religious ceremonies. These plays often reflect the cultural context, social values, and beliefs of the community.

Rhythmic Activities

Rhythmic activities encompass a wide range of physical movements and actions performed to a beat or rhythm, often involving music. These activities can be both structured and spontaneous, and they offer a variety of physical, mental, and social benefits.

Recreation Activities

Recreational activities are any activities done for enjoyment, amusement, or pleasure, typically during leisure time. They can include a wide range of pursuits, from physical activities like sports and outdoor adventures to more passive hobbies like reading or watching movies.

Weight Bearing Activities

Weight-bearing activities are exercises where your body works against gravity, placing force on your bones and muscles. These activities are crucial for building and maintaining bone density, improving muscle strength, and enhancing overall fitness. Examples range from simple actions like walking and climbing stairs to more intense activities like jogging, dancing, and playing sports.

Thai Sports

Thai sports encompass a range of traditional and modern sporting activities deeply rooted in Thai culture. Traditional sports, passed down through generations, often reflect the Thais' way of life, blending entertainment with agricultural practices and cultural events.

International Sports

International sports are sporting events where participants represent at least two different countries. These events can range from large, global competitions like the Olympics and FIFA World Cup to smaller, regional competitions. They involve athletes competing against each other on behalf of their respective nations, fostering international exchange and competition.

Physical Fitness Reference

Physical fitness refers to the ability to perform daily tasks with vigor and alertness, without undue fatigue, and with energy for leisure activities and emergencies. It's a state characterized by attributes like cardiovascular and muscular endurance, strength, flexibility, and body composition.

Movement concepts

Movement concepts, also known as elements of movement, are fundamental ideas that enhance movement experiences by providing a framework for understanding how the body moves and interacts with space and objects. These concepts are often categorized into body awareness, space awareness, effort awareness, and relationship awareness. They help individuals develop a vocabulary for describing and analyzing movement, leading to more efficient and effective movement skills.

Health Risk

A health risk is the possibility of something negatively impacting your health, such as developing a disease or experiencing an injury. It's not a guarantee, but rather a chance or likelihood. Risk factors, like behaviors, conditions, or exposures, increase the chance of a negative health outcome.

Health Value

Health value can refer to either the perceived or actual worth of health, or to a specific framework used in healthcare to assess value. It can also refer to the prioritization of health as a personal value. Understanding what constitutes health value is crucial in healthcare, especially in the context of value-based healthcare.

Quality of Life

Quality of life (QOL) is a broad and subjective concept encompassing an individual's overall well-being and satisfaction with their life, considering various factors like health, social relationships, and living conditions. It's how a person perceives their life and their ability to function within their specific context, including their culture and personal goals. It's not just about physical health or material wealth, but also about emotional, psychological, and social aspects of life.

Competitive Spiritual

Competitive spirituality refers to a mindset or approach where individuals approach their spiritual journey as a competition, often comparing themselves to others or feeling a need to achieve a certain level or status in their spiritual practice. This can manifest as feeling superior to others based on their spiritual knowledge or practices, or striving to reach a certain spiritual milestone before others. However, this is often seen as a negative or unhealthy approach to spirituality, as true spirituality emphasizes connection, personal growth, and individual journeys rather than comparison and competition.

Life Skills

Life skills are a set of abilities and competencies that enable individuals to effectively manage the demands and challenges of everyday life. These skills are crucial for navigating personal, social, and professional situations, helping people make informed decisions, solve problems, communicate effectively, and build healthy relationships.

Nutrition Flag

The Nutrition Flag is a food guide model used in Thailand as part of their Food-Based Dietary Guidelines (FBDGs). It's designed to visually represent the types and amounts of food from different food groups that should be consumed for a healthy diet. The flag-like shape indicates that some foods should be eaten in greater quantities than others.

Spirit

Spirit is qualities regarded as forming the definitive or typical elements in the character of a person, nation, or group or in the thought and attitudes of a particular period.

Health Service

Health service refers to the organized provision of healthcare to individuals and communities. It encompasses a wide range of activities aimed at maintaining, restoring, or promoting physical, mental, and emotional well-being. These services are delivered by a variety of professionals and organizations, including doctors, nurses, therapists, and hospitals, and can be preventative, diagnostic, therapeutic, or rehabilitative.

Civil Society

Civil society refers to the sphere of social life that is distinct from the state and the market, encompassing various non-governmental organizations, groups, and individuals who come together to pursue shared interests and values. It acts as a vital space for citizen engagement, advocacy, and social change, often mediating between individuals, communities, and public authorities.

Health Products

Health products encompass a wide range of items used for health purposes, including medications, medical devices, and other goods that impact health and well-being. They can be broadly categorized into pharmaceuticals, medical devices, and natural health products.

Sex Abuse

Sexual abuse or sex abuse is abusive sexual behavior by one person upon another. It is often perpetrated using physical force, or by taking advantage of another. It often consists of a persistent pattern of sexual assaults.

Health Behavior

Health behavior refers to the actions, practices, and habits that individuals engage in, either consciously or unconsciously, that can affect their health and well-being. These behaviors can range from healthy activities like exercise and balanced nutrition to unhealthy habits like smoking or excessive alcohol consumption. Understanding health behaviors is crucial as they can be both predictors and outcomes of various health conditions and play a significant role in overall health and disease prevention.

Risk Behavior

Risk behavior, or risk-taking behavior, refers to actions or activities that increase the likelihood of negative consequences or harm, either to oneself or others. These actions often involve a conscious or subconscious weighing of potential benefits against potential negative outcomes, such as physical, psychological, or social harm.

Empowerment

Empowerment is the process of becoming stronger and more confident, especially in controlling one's life and claiming one's rights. It involves granting authority or power to someone, enabling them to make their own decisions and take action. Empowerment can be about gaining confidence, developing skills, or accessing resources that allow for greater self-determination.

Malnutrition

Malnutrition is a serious condition that arises from an imbalance in a person's intake of energy and/or nutrients, leading to deficiencies, excesses, or imbalances that negatively affect health. It encompasses both undernutrition (including stunting, wasting, and micronutrient deficiencies) and overnutrition (including obesity and related diseases).

Leadership

Leadership is the ability to guide and influence a group of people toward achieving a common goal. It encompasses various skills and behaviors that empower individuals to provide direction, motivate team members, make decisions, foster collaboration, and promote growth. Essentially, leaders inspire and enable others to reach their full potential and accomplish shared objectives.

Thai Wisdom

Thai wisdom refers to the accumulated knowledge, skills, and practices developed and passed down through generations within Thai society. It encompasses a wide range of areas, including agriculture, arts, literature, language, health practices, and ways of life, all shaped by Thai culture and Buddhist principles. It's essentially a holistic system of understanding the world and living in harmony with nature and community, emphasizing practical solutions to problems and promoting well-being.

Physical Fitness

Physical fitness is the ability to perform daily tasks with vigor and alertness, without undue fatigue, and with ample energy to enjoy leisure-time pursuits and meet unforeseen emergencies. It's a state of health and well-being that enables individuals to perform various physical activities, including sports, occupations, and daily routines, effectively. Physical fitness encompasses various components like cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.

Health – Related Physical Fitness

Health-related physical fitness refers to the physical capabilities that contribute to overall well-being and disease prevention. It encompasses five key components: cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition. These components are crucial for maintaining a healthy lifestyle, reducing the risk of chronic diseases, and improving functional health.

National Health Disciplines

National Health Disciplines refer to the specific fields of study and practice within the broader area of public health and healthcare. These disciplines encompass a wide range of specialties, each focusing on different aspects of health promotion, disease prevention, and healthcare delivery.

Health

Health, according to the World Health Organization (WHO), is a state of complete physical, mental, and social well-being, not merely the absence of disease or infirmity. This definition emphasizes that health is more than just the absence of illness; it encompasses a holistic view of well-being, including how individuals feel, function, and cope with life's challenges.

Movement Aesthetic

The Movement Aesthetic, also known as Aestheticism, was a late 19th-century art movement that emphasized beauty and artistic over moral, social, or functional considerations. It promoted the idea of "art for art's sake," meaning that art should be appreciated for its aesthetic qualities rather than for any didactic or practical purpose.

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