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Curriculum of MEP

Baan Sankamphaeng School

B.E. 2023

According to the core curriculum of basic education B.E. 2551
(Revised B.E. 2560)

Health

MEP (Mini English Program)

Baan Sankamphaeng School

Chiang Mai Primary Educational Service Area Office, Area 1

Preface

Baan Sankamphaeng School is a model school to use the core curriculum for basic education in 2551 B.E. Group of foreign language learning Primary school B.E. 2023 by bringing the vision, principles, objectives, performance, desirable characteristics Learning standard Indicators and guidelines for measuring and evaluating the core curriculum of basic education B.E. 2551 into a framework for directing curriculum and teaching management. In order to develop learners in Baan Sankamphaeng School to have quality of knowledge Skills / processes and desirable characteristics necessary for living in a changing society And seek knowledge for continuous self-development throughout the life of the year 2023 has improved the curriculum according to the structure of the curriculum to be in accordance with the changing conditions of economy, society, politics and technology and the national education plan Ministry of Education policy Emphasizing education towards the 21st century, New Age Thailand 4.0

Thank you, School Board of Baan Sankamphaeng School student's parent And all those involved who please advise and consult In the preparation of the curriculum of MEP Baan Sankamphaeng School learning Primary education level 2023, this time to develop the quality of students according to the spirit of the core curriculum of basic education B.E. 2551

Producers

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Vision

Our school lives up to international standards. Focuses on learning to generate creativity. Our students can communicate using the technology for virtue, art and culture.

Principles

Covers all target groups Can transfer learning outcomes. And experience Baan San Kamphaeng School 2009 (School Curriculum 2017) Curriculum Based on Basic Core Curriculum 2008 are as follow.

1. The ultimate aim is attainment of national unity; learning standards and goals are therefore set with a view to enabling the children and youths to acquire knowledge, skills, attitude and morality to serve as a foundation for Thai-ness and universal values.

2. The curriculum facilitates education for all, who have equal access to education of high quality.

3. The curriculum facilitates decentralisation of authority by allowing society to participate in educational provision, which suits prevailing situations and serves local needs.

4. Structure of the curriculum enjoys flexibility regarding learning contents, time allotment and learning management.

5. The learner-centred approach is strongly advocated.

6. The curriculum is intended for education of all types—formal, non-formal and informal, covering all target groups and facilitating transfer of learning outcomes and experiences.

Goals

Baan San Kamphaeng School 2009 (Updated 2017) According to Core Curriculum, Basic Education 2008 aims to develop learners into good people with wisdom, happiness and potential for further study, and occupation. It is a destination for students. The following goals have consequently been set for achievement upon completing basic education:

1. Morality, ethics, desirable values, self-esteem, self-discipline, observance of Buddhist teachings or those of one's faith, and guiding principles of Sufficiency Economy;
2. Knowledge and skills for communication, thinking, problem-solving, technological know-how, and life skills;
3. Good physical and mental health, hygiene, and preference for physical exercise;
4. Patriotism, awareness of responsibilities and commitment as Thai citizens and members of the world community, and adherence to a democratic way of life and form of government under constitutional monarchy; and
5. Awareness of the need to preserve all aspects of Thai culture and Thai wisdom, protection and conservation of the environment, and public-mindedness with dedication to public service for peaceful and harmonious co-existence.

Key Competencies and Desirable Characteristics

In the development of learners according to the Baan San Kamphaeng School curriculum, 2009 (Update 2017), according to the core curriculum of Basic Education 2008, the students should focus on developing the learners to meet the quality standards. This will help learners to achieve key performance and desired attributes;

Learners' Key Competencies

Baan San Kamphaeng School 2009 (Updated 2017) According to Core Curriculum. The Basic Education Core Curriculum is aimed at inculcating among learners the following five key competencies:

1. Communication Capacity

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

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

3. Problem-Solving Capacity

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

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 behaviour with adverse effects on oneself and others.

5. Capacity for Technological Application

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.

Desirable Characteristics

The Basic Education Core Curriculum focuses on learners' development for attainment of the following desirable characteristics, enabling learners to enjoy a life of harmony among others as Thai citizens and global citizens:

1. Love of nation, religion and king
2. Honesty and integrity
3. Self-discipline
4. Avidity for learning
5. Observance of principles of Sufficiency Economy Philosophy in one's way of life
6. Dedication and commitment to work
7. Cherishing Thai-ness
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 H1.1: Understanding of nature of human growth and development

Grade level indicators					
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
<p>1. Explain characteristics and functions of external organs.</p> <p>2. Explain methods of taking care of external organs.</p>	<p>1. Explain characteristics and functions of internal organs.</p> <p>2. Explain methods of taking care of internal organs.</p> <p>3. Explain the nature of human life.</p>	<p>1. Explain characteristics and growth of the human body.</p> <p>2. Compare their growth with standard criteria.</p> <p>3. Specify factors affecting growth.</p>	<p>1. Explain physical and mental growth and development in accord with their age.</p> <p>2. Explain importance of muscles, bones and joints affecting health, growth and development.</p> <p>3. Explain methods of taking care of muscles, bones and joints for efficient functioning.</p>	<p>1. Explain importance of digestive and excretory systems on health, growth and development.</p> <p>2. Explain methods of taking care of digestive and excretory systems for functioning.</p>	<p>1. Explain the importance of reproductive and circulatory systems affecting health, growth and development.</p> <p>2. Explain methods of taking care of reproductive, circulatory and respiratory systems for normal functioning.</p>

Strand 2: Life and Family

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

Grade level indicators					
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
<p>1. Specify family members and love and bonds among family members.</p> <p>2. Tell what they delight in and are proud of in themselves.</p> <p>3. Tell characteristics of differences between males and females.</p>	<p>1. Specify their roles and duties and those of their family members.</p> <p>2. Tell the importance of friends.</p> <p>3. Specify appropriate behaviors to sex.</p> <p>4. Explain pride in being female or male.</p>	<p>1. Explain the importance and differences of the family on themselves.</p> <p>2. Explain methods of creating relationships in the family and groups of friends.</p> <p>3. Tell methods of avoiding behaviors conducive to sexual harassment.</p>	<p>1. Explain characteristics of friends and of good family members.</p> <p>2. Exhibit behaviors appropriate to their sex in accord with Thai culture.</p> <p>3. Cite examples of methods of refusing harmful and inappropriate actions in sexual matters.</p>	<p>1. Explain sexual changes and conduct themselves appropriately.</p> <p>2. Explain the importance of having a warm family in accord with Thai culture.</p> <p>3. Specify desirable and undesirable behaviors in resolving conflicts in family and groups of friends.</p>	<p>1. Explain the importance of creating and maintaining relationships with others.</p> <p>2. Analyze risk behaviors conducive to sexual intercourse, contracting AIDS and premature pregnancy.</p>

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

Standard H3.1: Understanding and skills in movement; physical activities; playing games and sports

Grade level indicators					
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
<p>1. Move body while standing still, moving and using equipment.</p> <p>2. Play miscellaneous games and participate in physical activities requiring natural movement.</p>	<p>1. Control body movements while standing still, moving and using equipment.</p> <p>2. Play miscellaneous games and participate in physical activities with methods that depend on basic movements while standing still, moving and using equipment.</p>	<p>1. Control body movements in guided directions while standing still, moving and using equipment.</p> <p>2. Move body by using kinaesthetic skills in guiding directions for playing miscellaneous games.</p>	<p>1. Can control themselves when using integrated kinaesthetic skills while standing still, moving and using equipment.</p> <p>2. Practise free-hand physical exercises in accord with the beats.</p> <p>3. Play imitating games and activities in relays.</p> <p>4. Can play at least one kind of basic sport.</p>	<p>1. Arrange patterns of integrated movements and control themselves when using kinaesthetic skills in accord with the patterns prescribed.</p> <p>2. Play games leading to chosen sports and kinaesthetic activities in relays.</p> <p>3. Control movements regarding accepting and using forces and balance.</p>	<p>1. Can show kinaesthetic skills with others in relays and in integration while standing still, moving and using equipment and movements attuned to songs.</p> <p>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.</p>

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

Standard H3.1: Understanding and skills in movement; physical activities; playing games and sports

Grade level indicators					
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
-	-	-	-	<p>4. Show mechanical skills in participating in physical activities and playing sports.</p> <p>5. Can play Thai and international sports as individuals and in teams, one of each kind.</p> <p>6. Explain principles and participate in at least one recreational activity.</p>	<p>3. Can play Thai and international sports as individuals and in teams, one of each kind.</p> <p>4. Use mechanical skills for improving and increasing their own capacities and those of others in playing sports.</p> <p>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.</p>

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

Standard H3.2 : 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 level indicators					
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
<p>1. Enjoy doing physical exercise and playing games as advised.</p> <p>2. Observe rules, regulations and agreements in playing games as advised.</p>	<p>1. Can do physical exercise and play games themselves with enjoyment.</p> <p>2. Observe rules, regulations and agreements in games played in teams.</p>	<p>1. Select physical exercises and folk games and play games suitable to their own strengths, weaknesses and limitations.</p> <p>2. Can observe themselves the rules, regulations and agreements of physical exercises, games and folk games.</p>	<p>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.</p> <p>2. Observe rules and regulations of basic sports in accord with the respective kinds of sports played.</p>	<p>1. Do physical exercises by following patterns, play games requiring thinking skills and decision-making.</p> <p>2. Regularly play their favourite sports by creating a variety of alternatives for their own practice, and have sporting spirit.</p>	<p>1. Explain the benefits and principles of doing physical exercise for health, physical capacity and personality-strengthening.</p> <p>2. Play games requiring planning skills, and able to increase skills for physical exercises and movements on a systematic basis.</p> <p>3. Play their favourite sports and able to regularly assess their own playing skills.</p>

Grade level indicators					
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
				<p>3. Observe rules and regulations of playing games and Thai and international sports in accord with the respective kinds of sports played.</p> <p>4. Observe their own rights, do not infringe on those of others and accept individual differences in playing games and Thai and international sports.</p>	<p>4. Observe rules and regulations of the respective kinds of sports played, bearing in mind their own safety and that of others.</p> <p>5. Distinguish offensive and defensive strategies and apply teams in playing sports.</p> <p>6. Play games and sports in unity and have sporting spirit.</p>

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					
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
<p>1. Observe the principles of the National Health Regulations as advised.</p> <p>2. Tell symptoms of their own illness.</p> <p>3. Follow advice when they have symptoms of an illness.</p>	<p>1. Tell characteristics of having good health.</p> <p>2. Choose to take nutritious food.</p> <p>3. Specify utensils and toys detrimental to health.</p> <p>4. Explain symptoms and methods of protection from possible illnesses and injuries.</p> <p>5. Follow advice when they have symptoms of illnesses and injuries.</p>	<p>1. Explain transmission and methods of protection from spreading of diseases.</p> <p>2. Classify the 5 groups of essential nutrients.</p> <p>3. Choose to take a varied diet with all the 5 groups of essential nutrients in appropriate proportion.</p> <p>4. Show correct method of brushing teeth for proper cleaning.</p> <p>5. Can strengthen physical capacities as advised.</p>	<p>1. Explain relationship between the environment and health.</p> <p>2. Explain states of emotions and feelings affecting health.</p> <p>3. Analyze data on labels of food and health products to make consumption choices.</p> <p>4. Test and improve physical capacities from the results of physical fitness testing.</p>	<p>1. Show behaviors that recognize the importance of observing the National Health Regulations.</p> <p>2. Search for data and information for health-strengthening.</p> <p>3. Analyze advertising media to inform decision-making when choosing to buy food and health products with proper reasons.</p>	<p>1. Show behaviors for preventing and solving environmental problems affecting health.</p> <p>2. Analyze effects from spreading of diseases and propose guidelines for preventing important communicable diseases prevalent in Thailand.</p> <p>3. Show behaviors indicating responsibility for health for all.</p>

Grade level indicators					
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
-	-	-	-	<p>4. Observe requirements for self-protection from diseases frequently found in daily life.</p> <p>5. Test and improve physical capacity from results of physical fitness testing.</p>	4. Continuously strengthen and improve physical capacity for health.

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					
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
<p>1. Specify harmful things at home and in school, and methods of protection.</p> <p>2. Tell causes and protection from harm resulting from play.</p> <p>3. Express words or gestures for seeking help when there are dangerous incidents at home and in school.</p>	<p>1. Conduct themselves for protection from possible accidents in water and on land.</p> <p>2. Tell names of household medicines and use them as advised.</p> <p>3. Specify the dangers of addictive substances and dangerous substances around them, and methods of protection.</p>	<p>1. Conduct themselves for safety from accidents at home, in school and while travelling.</p> <p>2. Show methods of seeking help from persons and various sources when there are dangerous incidents or accidents.</p> <p>3. Show methods of first aid treatment when injured from play.</p>	<p>1. Explain the importance of the use of medicines and proper methods for using medicines.</p> <p>2. Show methods of first aid treatment when harmed by misuse of medicines, chemicals, insect and animal bites, and injuries from playing sports.</p>	<p>1. Analyse the factors influencing the use of addictive substances.</p> <p>2. Analyse effects of the use of medicines and addictive substances on the body, mind,</p> <p>emotions, society and the intellect.</p> <p>3. Conduct themselves for safety from misuse of medicines and to avoid addictive substances.</p>	<p>1. Analyse effects of violence from natural disasters on the body, mind and society.</p> <p>2. Specify self-conduct for safety from natural disasters.</p> <p>3. Analyse causes of addiction to drugs and persuade others to avoid the use of drugs.</p>

Grade level indicators					
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
-	<p>4. Observe the symbols or warning signs for harmful objects or places.</p> <p>5. Explain causes and dangers of fires, and explain methods for fire protection as well as show fire escape routes.</p>	-	<p>3. Analyse the damage of cigarette smoking and alcoholic drinks on health and analyse methods of protection.</p>	<p>4. Analyse the influence of media on health behaviours.</p> <p>5. Conduct themselves for protection from harm from playing sports.</p>	-

Strands and Learning Standards

Strand 1: Human Growth and Development

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

Strand 2: Life and Family

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

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

Standard H3.1: Understanding and skills in movement; physical activities; playing games and sports

Standard H3.2: Favour for physical exercise, playing games and sports with regular practices; self-discipline; observance of rights, rules and regulations; having sporting spirit; having true competitive spirit; and appreciation of the aesthetics of sports

Strand 4: Health-Strengthening Capacity and Disease Prevention

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

Strand 5: Safety in Life

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

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.

Indicator code

H 1.1 Gr1/1 , Gr1/2

H 2.1 Gr1/1 , Gr1/2 , Gr1/3

H 3.1 Gr1/1 , Gr1/2

H 3.2 Gr1/1 , Gr1/2

H 4.1 Gr1/1 , Gr1/2 , Gr1/3

H 5.1 Gr1/1 , Gr1/2 , Gr1/3

Total 15 Indicators

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.

Indicator code

H 1.1 Gr2/1 , Gr2/2 , Gr2/3

H 2.1 Gr2/1 , Gr2/2 , Gr2/3 , G2/4

H 3.1 Gr2/1 , Gr2/2

H 3.2 Gr2/1 , Gr2/2

H 4.1 Gr2/1 , Gr2/2 , Gr 2/3, Gr2/4 , Gr2/5

H 5.1 Gr2/1 , Gr2/2 , Gr2/3, Gr2/4, Gr2/5

Total 21 Indicators

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.

Indicator code

H 1.1 Gr3/1 , Gr3/2 , Gr3/3

H 2.1 Gr3/1 , Gr3/2 , Gr3/3

H 3.1 Gr3/1 , Gr3/2

H 3.2 Gr3/1 , Gr3/2

H 4.1 Gr3/1 , Gr3/2 , Gr3/3 , Gr3/4 , Gr3/5

H 5.1 Gr3/1 , Gr3/2 , Gr3/3

Total 18 Indicators

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.

Indicator code

H 1.1 Gr4/1 , Gr4/2 , Gr4/3

H 2.1 Gr4/1 , Gr4/2 , Gr4/3

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

H 3.2 Gr4/1 , Gr4/2

H 4.1 Gr4/1 , Gr4/2 , Gr4/3 , Gr4/4

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

Total 19 Indicators

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.

Indicator code

H 1.1 Gr5/1 , Gr5/2

H 2.1 Gr5/1 , Gr5/2 , Gr5/3

H 3.1 Gr5/1 , Gr5/2 , Gr5/3, Gr5/4 , Gr5/5, Gr5/6

H 3.2 Gr5/1 , Gr5/2 , Gr5/3, Gr5/4

H 4.1 Gr5/1 , Gr5/2 , Gr5/3 , Gr5/4 , Gr5/5

H 5.1 Gr5/1 , Gr5/2 , Gr5/3 , Gr5/4 , Gr5/5

Total 25 Indicator

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.

Indicator code

H 1.1 Gr6/1 , Gr6/2

H 2.1 Gr6/1 , Gr6/2

H 3.1 Gr6/1 , Gr6/2 , Gr6/3 , Gr6/4 , Gr6/5

H 3.2 Gr6/1 , Gr6/2 , Gr6/3 , Gr6/4 , Gr6/5 , Gr6/6

H 4.1 Gr6/1 , Gr6/2 , Gr6/3 , Gr6/4

H 5.1 Gr6/1 , Gr6/2 , Gr6/3

Total 22 Indicators

Course structure

Primary 1

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)	C.A.S Score	Final Examination
			80	80	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: 1st				40	10
4	Exercise	H3.1: Gr1/1, Gr1/2	20	20	4
5	Germs, 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: 2nd				40	10
Total score all year				80	20

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:

- (a) What are in the upper/ lower body?

(b) 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:

(c) What is the color of your hair?

(d) How many eyes/ nose/fingers/ teeth/ mouth do you have?

(e) Can you blink your eyes?

(f) 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; behaviours 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

Course structure

Primary 2

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- Gr2/4	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 – Gr2/5	10	10	3
6	Safety in Life	H5.1: Gr2/1 – Gr2/5	10	10	3
Total Semester: 2nd				40	10
Total score all year				80	20

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 students 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?

Encourage students to exercise.

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

Course structure

Primary 3

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

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 grows 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 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 Promoduction****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:
 - a. The common name of the food
 - b. The net quantity if its content
 - c. The nutrition facts
 - d. The ingredient and chemicals used in processing the food
 - e. The expiry date
 - f. 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

Course structure

Primary 4

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- Gr4/4	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 – Gr4/4	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

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

Course structure

Primary 5

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- Gr5/6	20	20	4
Total Semester: 1st				40	10
4	Games and Sports	H3.2: Gr5/1 – Gr5/5	20	20	4
5	Health promotion & Information on choosing food and health product	H4.1: Gr5/1 – Gr5/5	10	10	3
6	Drug Addition	H5.1: Gr5/1 – Gr5/5	10	10	3
Total Semester: 2nd				40	10
Total score all year				80	20

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:

- A. Peer pressure
- B. Help forget their problems
- C. 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

Course structure

Primary 6

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)	C.A.S Score	Final Examination
			80	80	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 - Gr6/5	20	20	5
Total Semester: 1st				40	10
4	Games and Sports (muzzle)	H3.2: Gr6/1 - 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: 2nd				40	10
Total score all year				80	20

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 addiction 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 addiction
- Harmful effects of drug addiction

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 Addiction)

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

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