

# Exploring Health & P E

Teacher's Guide

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# Preface

Health and Physical Education Teacher's Guide includes teaching ideas and strategies that can be used to trigger, reinforce and enrich students understanding of the concepts being taught. The book will assist the teachers to implement the Health and Physical Education Syllabus for Key Stage 1.

A strong emphasis is laid on developing concepts, skills, values and attitudes. It encourages the teachers to adopt a variety of teaching approaches to facilitate and enhance learning. The activities are arranged in such a way that student involvement and participation in the learning process is increased and they become independent learners. The learning experiences provided to the students will cultivate in them an inquisitive attitude towards understanding the subject.

Teachers need to fully go through the Student Activity Book and the Teachers' Guide to carefully plan and provide a learning experience that suits the students in the classroom.

Mohamed Ashir  
Education Development Officer

# Contents

## Unit 1 Health and Body Awareness

1. Growing Up	1
2. Keeping Safe	15

**UNIT**

**1**

# **Health and Body Awareness**

# Chapter 1: Growing Up

## Strand: Growth, Development and Body Awareness

### Sub-strand: Healthy Body Awareness

**Outcome GDB1.1:** Identify ideas, feelings and questions about birth, growing up, ageing and death.

**Indicators:** This is evident when the student can:

- Discuss how the arrival of a baby changes responsibilities of different family members.
- Collect information on their own growth (growth charts, samples of drawing, writings, etc.)
- Use words and pictures to describe how people change as they grow up.
- Talk about the birth or death of family members, friends or pets.

### PRIOR KNOWLEDGE

- The student understands that he/she was once a baby in a crib.
- The student develops interest in the things he/she does.
- The student shows an understanding of family values.

### KEY COMPETENCIES

- Understanding and managing self:** It encompasses the skills, attitudes and knowledge necessary to understand oneself, and to develop and maintain a realistic positive self-image.  
It also develops motivation and goal setting skills.
- Practicing Islam:** Nurturing Islamic faith and enhancing students understanding of Islam.

### SHARED VALUES

- Values relating to self:** Learning to hold oneself with dignity and respect, and acknowledging that each individual has a unique identity.
- Initiative and enterprise:** Learning to develop the confidence to take initiative and be enterprising in responding to life's challenges.

Duration	Teaching Procedure	Resource/ Materials Needed	Differentiated Instructions												
10 Mins	<p><b>Growing Up</b></p> <p>Ask:</p> <ul style="list-style-type: none"> <li>• What is growing up?</li> <li>• Have you grown up?</li> <li>• Are you outgrowing your clothes?</li> <li>• Have you grown in size?</li> <li>• Do you drink milk in a baby bottle or in a glass?</li> <li>• Why are you attending school? Does this mean you are growing up?</li> </ul> <p>After reading the section on how to deal with a new arrival in the family, ask them to make a list of things they have to buy for a new baby.</p> <div data-bbox="368 987 863 1240" style="border: 1px solid black; padding: 5px;"> <p><b>DID YOU KNOW</b></p> <p>The first year of a child's life is a time of big change.</p> <p>A child becomes thrice his birth weight in a year.</p> </div>		Draw a child and a man on the board and ask the students to tell why they are different.												
10 Mins	<p><b>A New Baby</b></p> <p>Ask:</p> <ul style="list-style-type: none"> <li>• Can a baby walk?</li> <li>• Can a baby talk?</li> <li>• Can a baby eat by itself?</li> </ul> <p>No, it needs help in everything. What about you?</p> <p>Ask the students to list five activities that they can do by themselves and those in which they need help of an elder.</p> <table border="1" data-bbox="368 1727 863 2022"> <thead> <tr> <th data-bbox="376 1738 614 1787">Need no help</th> <th data-bbox="614 1738 855 1787">Need help</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table>	Need no help	Need help												
Need no help	Need help														

Duration	Teaching Procedure	Resource/ Materials Needed	Differentiated Instructions
20 Mins	<p>This shows how you have grown up from being a baby!</p> <p><b>Saying Goodbye</b></p> <p>We are born and grow up to be children, teenagers and adults.</p> <p>The process of growth continues and eventually we become old and weak. Finally we go to sleep forever and leave this world.</p> <p>We should always respect the elderly. They are experienced and mature. We can learn a lot from them.</p> <p><b>Changing with the Years</b></p> <p>It is important to value every member of our family. A family can have a baby, a child, a teenager, adults and elderly people.</p> <p><b>Unscramble these words.</b></p> <p>F A T R H E _____</p> <p>M E O H T R _____</p> <p>T E R I S S _____</p> <p>B R E H T O R _____</p> <p>Ask:</p> <ul style="list-style-type: none"> <li>• When do you get up in the morning and who do you look for?</li> <li>• Write two things that your mother does for you every day?</li> <li>• Write two things that you do for your family every day?</li> </ul> <p>Discuss with the students the role of different members of their families.</p> <p>Ask the students to paste pictures of their parents and write why they love them.</p> <p>Allah has provided you with a loving family. Say a prayer, thanking Allah for giving you lovely parents, siblings and grandparents.</p>	Photographs, glue, paper	



## ROLE PLAY

Divide the class into groups. Make groups of six to eight students. Each group represents a family. Make name tags for each family and its members.

Each family should have a father, a mother, a brother and a sister. Rest can take the roles of uncles, aunts, grandparents and cousins.

Assign everyone a particular part. Ask them to enact it using their memory.



# WORKSHEET 1

Trace the lines given below. Match them with the right image. One has been done for you.

A



1

grandma

B



2

father

C



3

brother

D



4

grandpa

E



5

sister

F



6

mother

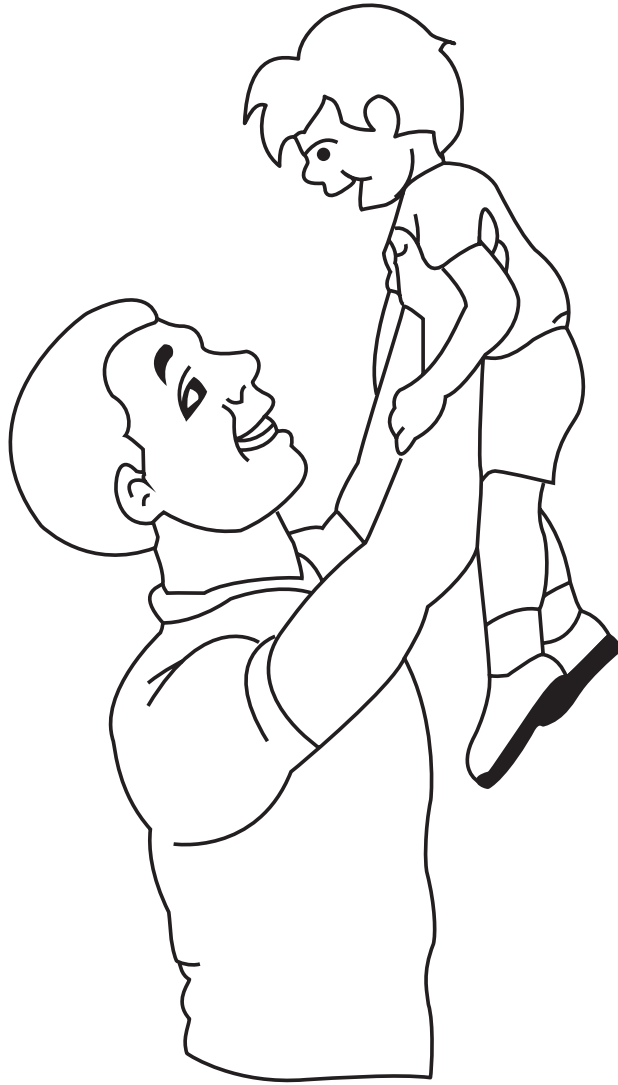
## WORKSHEET 2

Do you love your grandparents? Colour the following picture and stick it on a paper to make a card. Give it to your grandparents.



## WORKSHEET 3

Express love for your father. Colour the image and write a few lines about him.



I ♥ YOU DAD

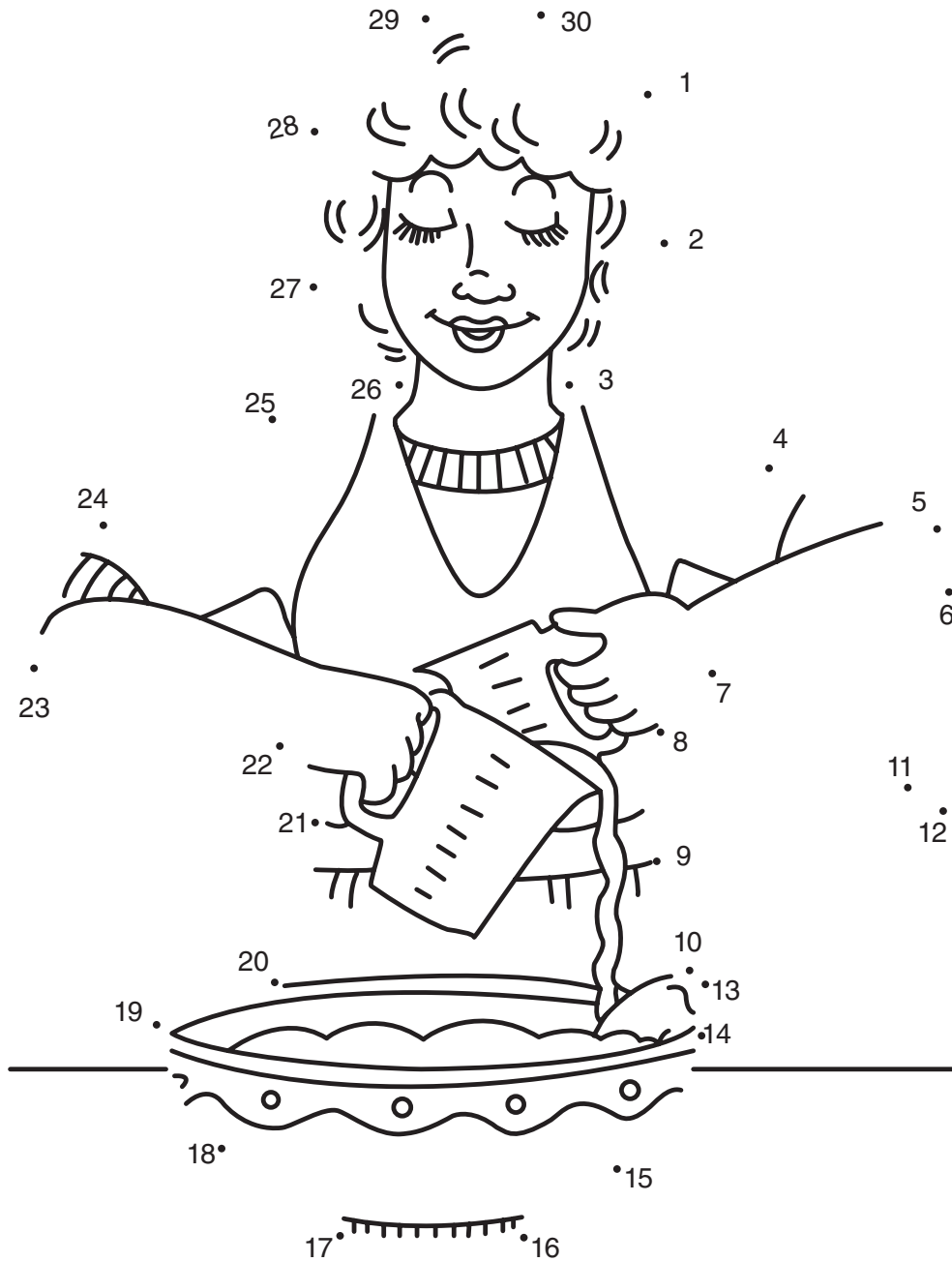
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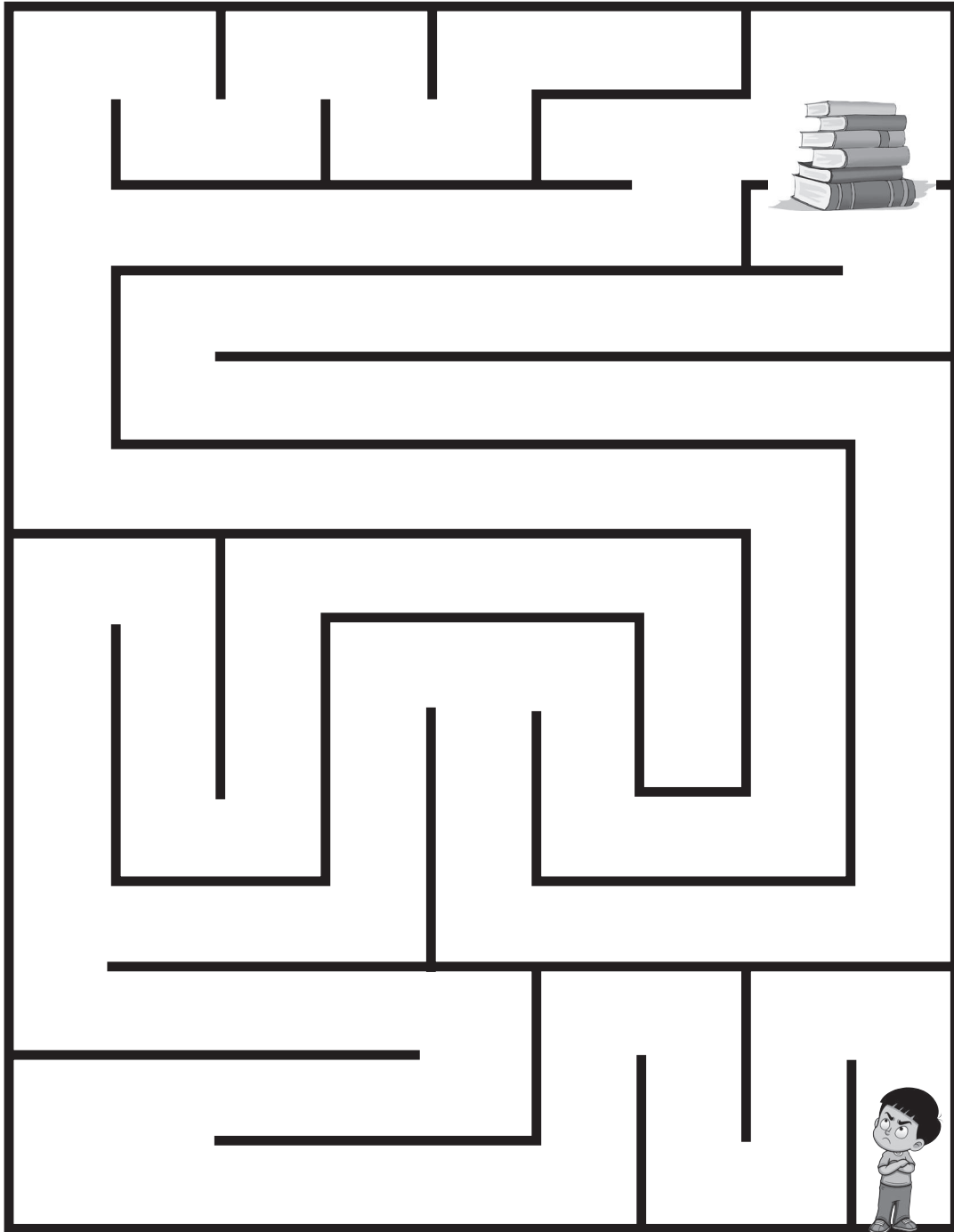
## WORKSHEET 4

Help your mother to bake a cake. Join the dots and colour the picture.



## WORKSHEET 5

Help the child find the books he misplaced so that he can study for the test!



## WORKSHEET 6

Rearrange the letters to identify the everyday things you use.

|                                                                                                                 |                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| <p>A  nep<br/>_____</p>        | <p>E  kosob<br/>_____</p>      |
| <p>B  serare<br/>_____</p>    | <p>F  sdek<br/>_____</p>      |
| <p>C  gabpcak<br/>_____</p>  | <p>G  nicepl<br/>_____</p>   |
| <p>D  tenookbo<br/>_____</p> | <p>H  bunloxhc<br/>_____</p> |

## WORKSHEET 7

You should always be respectful and well-mannered. Ask your parents or teachers to sign this for you.

# Good Behaviour Award!



*This award is presented to*

\_\_\_\_\_

*for being on your best behaviour!*



*Date* \_\_\_\_\_

*Given by*

\_\_\_\_\_





## LET'S DISCUSS



- How you have grown over time?
- The difference between plant growth and animal growth.

## Answer Key to Teacher's Guide

### Worksheet 1

- |      |      |      |
|------|------|------|
| A. 2 | C. 1 | E. 3 |
| B. 5 | D. 6 | F. 4 |

### Worksheet 6

- |             |             |             |
|-------------|-------------|-------------|
| A. Pen      | D. Notebook | G. Pencil   |
| B. Eraser   | E. Books    | H. Lunchbox |
| C. Backpack | F. Desk     |             |

## Answer Key to Student Activity Book

### Activity 6

Suitcase, Toiletries, Diapers, Milk bottle, Baby clothes

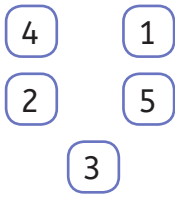
### Activity 8

Toys, Crib, Baby bottle, Diapers, Baby clothes (Answers may vary)

### Activity 9

- A. Adult
- B. Adult
- C. Child/Teenager
- D. Child/Teenager

### Activity 10





## NOW I CAN

**Talk about arrival of a new family member.**

**Discuss about the process of ageing.**

**Say goodbye.**

**Understand about the changes in my body.**

# Chapter 2: Keeping Safe

## Strand: Growth, Development and Body Awareness

### Sub-strand: Healthy Body Awareness

**Outcome GDB1.2:** Acquire personal body safety skills.

**Indicators:** This is evident when the students can:

- Differentiate between good touch and bad touch.
- Identify the people you can turn to when you feel unsafe or scared.
- Identify private parts of the body as parts covered by bathing suits.
- Understand that their bodies belong to them, and that they have the right to say no to anyone who touches them in way that makes them feel uncomfortable.
- Use the “No, go and tell rule”.

**Outcome GDB1.3:** Identify effective interpersonal communication skills that promote safe living.

**Indicators:** This is evident when the student can:

- Differentiate between good and bad secrets.
- Identify personal safety rules.

### PRIOR KNOWLEDGE

- The student knows that he/she has to be around people they know and identify.
- The student understands who strangers are.
- The student knows that he/she should not go out alone, without any adult supervision.
- The student is aware of his/her body and its private parts.
- The student knows what it means to be safe and how he/she can practice safety.

### KEY COMPETENCIES










- Managing self:** It encompasses the skills, attitudes and knowledge necessary to understand oneself, and to develop and maintain a realistic positive self-image.
- Practicing Islam:** Nurturing Islamic faith and enhancing students understanding of Islam.


### SHARED VALUES

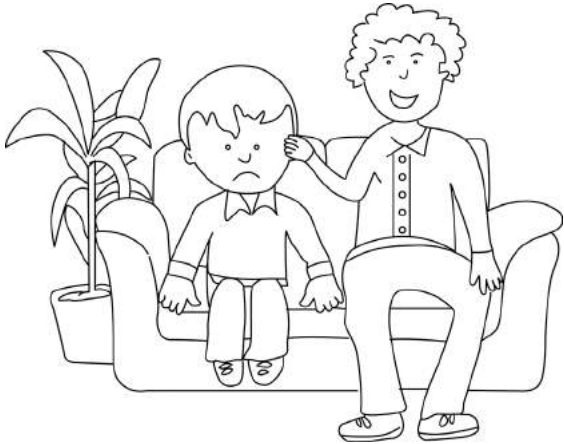
- Values relating to self:** Teaches students to take initiative and develop the confidence to be enterprising in responding to life’s challenges.

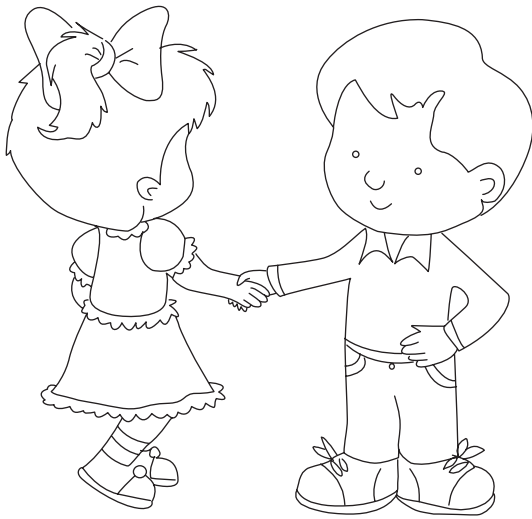

❑ **Thinking critically and creatively:** Learning to be creative and critical thinkers. Use broad in-depth analysis of evidence to make decisions and communicate their beliefs clearly and accurately. Students can also use skills such as comparing, classifying and reasoning, which will help them gain confidence in their ability to learn and make judgements.

❑ **Integrity:** Demonstrate principles of ethical and moral conduct, showing consistency between words and actions.

| Duration                                                                            | Teaching Procedure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Resource/<br>Materials<br>Needed          | Differentiated<br>Instructions |                                                                                     |                                                               |                                                                                     |                                     |                                                                                     |                                                |  |                                                                                                                                        |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|--------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------|--|----------------------------------------------------------------------------------------------------------------------------------------|
| 15 Mins                                                                             | <p><b>Types of Touch</b></p> <p>Ask the following questions to initiate the topic of good touch and bad touch.</p> <ul style="list-style-type: none"> <li>• Do you hug your parents? How does that make you feel?</li> <li>• Do you feel loved, safe, secure, content and happy when your parents hug you?</li> <li>• If a neighbour, an aunt, an uncle or a stranger hugs you, how do you feel?</li> <li>• If you are uncomfortable with such a touch, do you tell the person touching you to stop?</li> <li>• Do you share this with your parents?</li> </ul>                                                                             | Refer to Appendix 1.                      |                                |                                                                                     |                                                               |                                                                                     |                                     |                                                                                     |                                                |  |                                                                                                                                        |
| 10 Mins                                                                             | <table border="1"> <thead> <tr> <th colspan="2">Good ways to touch other people at school</th> </tr> </thead> <tbody> <tr> <td></td> <td>I can tap someone lightly on the shoulder to say "Excuse me".</td> </tr> <tr> <td></td> <td>I can give a high 5 to say "Great!"</td> </tr> <tr> <td></td> <td>I can shake hands to say "As-Salaamu-Alaikum".</td> </tr> </tbody> </table> | Good ways to touch other people at school |                                |  | I can tap someone lightly on the shoulder to say "Excuse me". |  | I can give a high 5 to say "Great!" |  | I can shake hands to say "As-Salaamu-Alaikum". |  | Ask the students to enact good and bad touches in class. For example, shaking hands is good touch; while pushing someone is bad touch. |
| Good ways to touch other people at school                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                           |                                |                                                                                     |                                                               |                                                                                     |                                     |                                                                                     |                                                |  |                                                                                                                                        |
|  | I can tap someone lightly on the shoulder to say "Excuse me".                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                           |                                |                                                                                     |                                                               |                                                                                     |                                     |                                                                                     |                                                |  |                                                                                                                                        |
|  | I can give a high 5 to say "Great!"                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                           |                                |                                                                                     |                                                               |                                                                                     |                                     |                                                                                     |                                                |  |                                                                                                                                        |
|  | I can shake hands to say "As-Salaamu-Alaikum".                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                           |                                |                                                                                     |                                                               |                                                                                     |                                     |                                                                                     |                                                |  |                                                                                                                                        |

| Duration | Teaching Procedure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Resource/<br>Materials<br>Needed | Differentiated<br>Instructions |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|--------------------------------|
| 45 Mins  | <p><b>Identifying People</b></p> <p>Ask:</p> <p>What do you do when someone touches you wrongly? What do you do when someone says something which you are not happy with?</p> <ul style="list-style-type: none"> <li>• Tell your parents</li> <li>• Keep quiet</li> <li>• Feel threatened</li> <li>• Feel ashamed</li> <li>• Tell people who support you</li> <li>• All of the above</li> </ul> <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> <input type="checkbox"/><br/> <input type="checkbox"/><br/> <input type="checkbox"/><br/> <input type="checkbox"/><br/> <input type="checkbox"/><br/> <input type="checkbox"/> </div> </div> <p><b>Personal Safety Rules</b></p> <p>Students need to learn how to be safe. They need to practice safety skills which can protect them.</p> <p>Teach the class the importance of personal safety.</p> <p>Explain why the students need to be confident during bad situations and how they can overcome danger.</p> <p>Also, explain why they need to set boundaries with people they know. Only their parents and doctors can touch them.</p>  |                                  |                                |

| Duration | Teaching Procedure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Resource/<br>Materials<br>Needed | Differentiated<br>Instructions |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|--------------------------------|
|          | <p>Teach them that abusers can be known people as well.</p>  <p>Tell the students not to take chocolates and money from strangers. This can be a sign of approaching danger as well.</p> <p>Teach and emphasise on the following points:</p> <ul style="list-style-type: none"> <li>• Your body is your own.</li> <li>• Nobody can touch your body without your permission.</li> <li>• You should know the names of all the parts of your body.</li> <li>• Use the swimsuit rule – All the parts of the body covered by a swimsuit are private parts.</li> <li>• Talk to the class about examples of good and bad touch.</li> <li>• Empower the child to decide who they want to hug.</li> <li>• Do not let anybody stroke you, touch you, hug you, kiss you or any other action which makes you feel uncomfortable.</li> <li>• Say No! Stop... I don't like that!</li> <li>• Learn to say it aloud and with confidence.</li> </ul> <p>Tell the class to say “No! Stop...I don't like it”, ten times.</p> <p>Tell the class raise the pitch of their voice every time they say it.</p> |                                  |                                |

| Duration | Teaching Procedure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Resource/<br>Materials<br>Needed | Differentiated<br>Instructions |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|--------------------------------|
| 30 Mins  | <p data-bbox="363 360 683 398"><b>Example of Good Touch</b></p>  <p data-bbox="363 965 663 1003"><b>Example of Bad Touch</b></p>  <p data-bbox="379 1621 496 1659"><b>Secrets</b></p> <p data-bbox="363 1675 900 1783">Students love secrets, like the mischief they are up to and the pranks they plan to play.</p> <p data-bbox="363 1798 858 1865">There are two types of secrets: good secret and bad secret.</p> <p data-bbox="363 1881 692 1919">Secrets are good only if:</p> <ul data-bbox="395 1935 831 2056" style="list-style-type: none"> <li>• They are innocent.</li> <li>• They are not hurting anyone.</li> <li>• Children are having fun.</li> </ul> | Refer to Role Play.              |                                |



| Duration | Teaching Procedure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Resource/<br>Materials<br>Needed | Differentiated<br>Instructions |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|--------------------------------|
|          | <p>There are also bad secrets which you should tell your parents, teachers or trustworthy adults. Like:</p> <ul style="list-style-type: none"> <li>• If someone is following you.</li> <li>• If someone is touching your private parts.</li> <li>• If you are being bullied.</li> </ul> <p><b>SAFETY FIRST!</b></p> <p>Read the following situations. Differentiate between good and bad secrets. What should you do?</p> <ol style="list-style-type: none"> <li>1. A friend wants you to play a game about touching the private parts. They tell you it needs to be kept a secret from grown ups.</li> <li>2. Your family asks you to keep a secret about a surprise party for your grandma next week.</li> <li>3. Your sister tells you that one of her classmate is touching her in a bad way and she is upset about it. She asks you to keep it a secret.</li> <li>4. You make up a secret handshake pact with your dad that makes you feel really special. However, you don't want to share it with anyone else.</li> </ol> <p>Ask the class: Can you remember any secret that you have kept? Write down a good and a bad secret.</p> <p><b>Safe Secrets and Promises</b></p> <div data-bbox="413 1630 876 1935" style="border: 1px solid black; height: 136px; width: 290px; margin: 10px auto;"></div> | <p>Refer to Let's Discuss.</p>   |                                |

| Duration | Teaching Procedure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Resource/<br>Materials<br>Needed | Differentiated<br>Instructions |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|--------------------------------|
|          | <p data-bbox="411 371 804 405"><b>Unsafe Secrets and Promises</b></p> <div data-bbox="411 430 874 734" style="border: 1px solid black; height: 136px; width: 290px; margin: 10px 0;"></div> <p data-bbox="379 797 587 831"><b>True or False</b></p> <ol data-bbox="367 853 922 1666" style="list-style-type: none"> <li data-bbox="367 853 922 981">1. Your brother asked you to keep a secret about a gift he made for your aunt's birthday. It is a good secret.<br/>_____</li> <li data-bbox="367 1010 922 1137">2. If you promise someone that you will keep a secret, you have to, no matter what.<br/>_____</li> <li data-bbox="367 1167 922 1294">3. Safe secrets and promises are those that make you feel good.<br/>_____</li> <li data-bbox="367 1323 922 1451">4. An example of a bad secret would be if someone touched your private parts and asked you to keep it a secret.<br/>_____</li> <li data-bbox="367 1480 922 1608">5. You never have to keep a secret or promise that you don't feel good about.<br/>_____</li> <li data-bbox="367 1637 922 1666">6. If a secret or promise worries you, you should talk to an adult.<br/>_____</li> </ol> |                                  |                                |

## ROLE PLAY

On small pieces of paper, write some good secrets and some bad secrets. Fold the paper and put all the pieces of paper in a bowl.

Ask the students to pick a partner for themselves.

Tell one pair to come forward; pick a piece of paper from the bowl and enact the secret. They can ask for help of other students, if required.

The class has to guess whether it is a good secret or a bad secret.



## LET'S DISCUSS



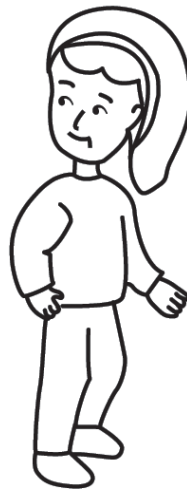
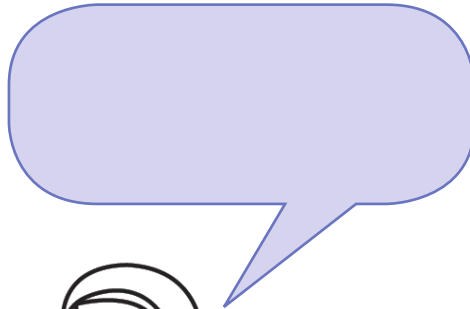
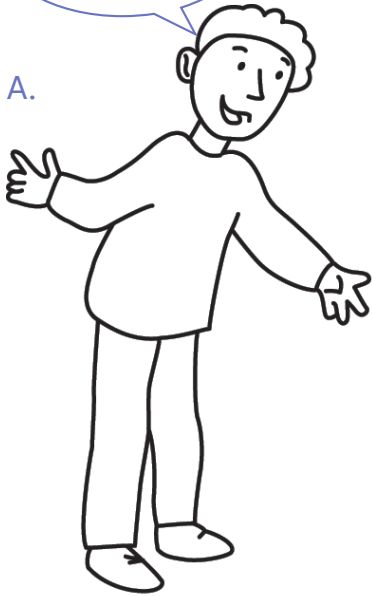
- The safety rules to be followed at home.
- The safety rules to be followed at school.
- The safety rules to be followed in park.

## WORKSHEET 1

Colour the picture and write what would you say in the following situations.

A stranger asked you to go with him.

A.



A stranger offered you something.

B.



## WORKSHEET 2

Fill in the missing letters to find out names of your body parts.

A.



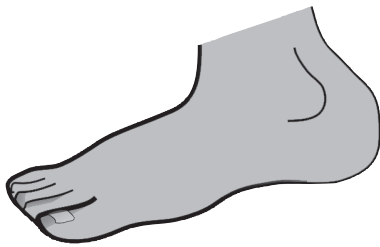
\_\_ye

D.



h\_\_nd

B.



foo\_\_

E.



n\_\_se

C.



\_\_ar

F.

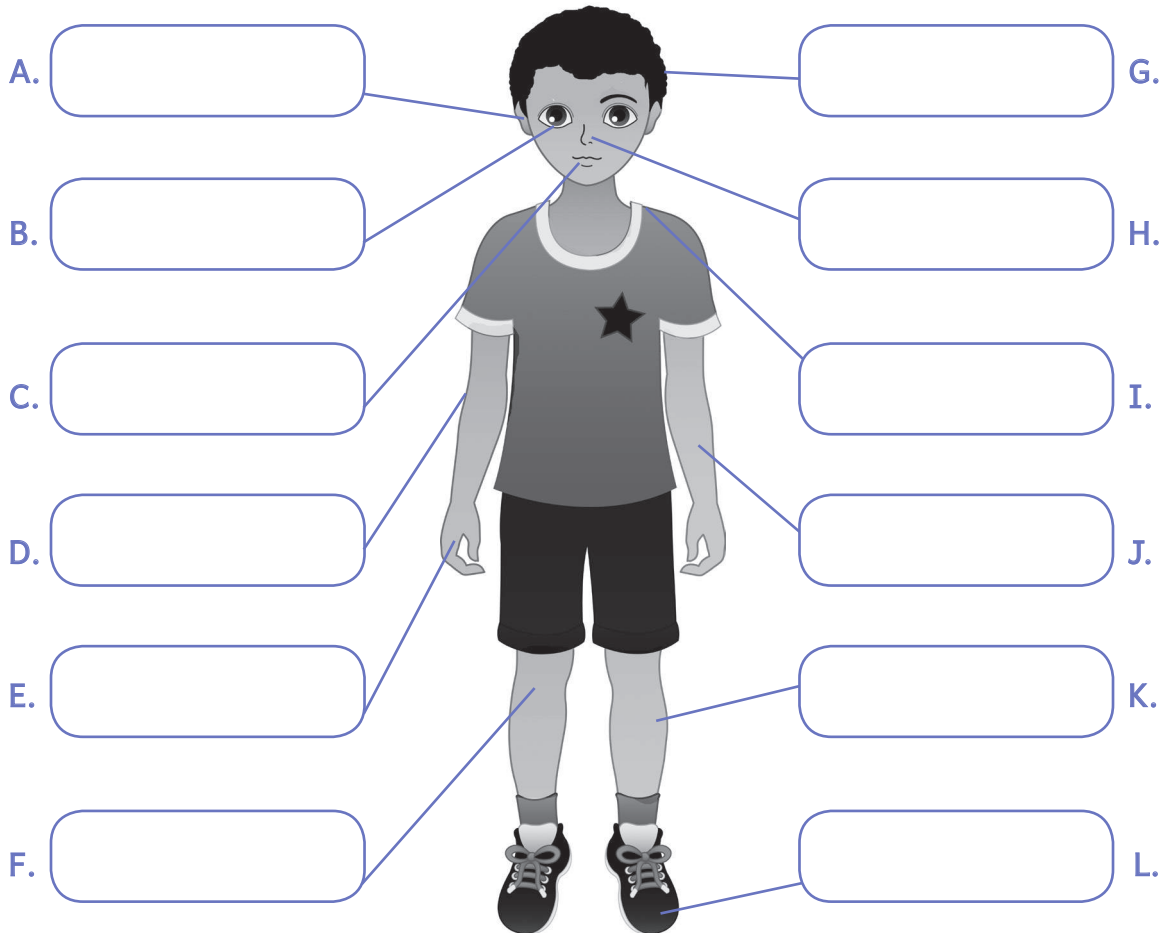


mo\_\_th

## WORKSHEET 3

Label the picture using the words given below.

|       |          |     |      |       |      |
|-------|----------|-----|------|-------|------|
| Hair  | Eye      | Leg | Hand | Arm   | Nose |
| Mouth | Shoulder | Ear | Knee | Elbow | Foot |



## WORKSHEET 4

Find the names of body parts from the word grid given below.

EAR

NOSE

EYES

MOUTH

HANDS

ARMS

LEGS

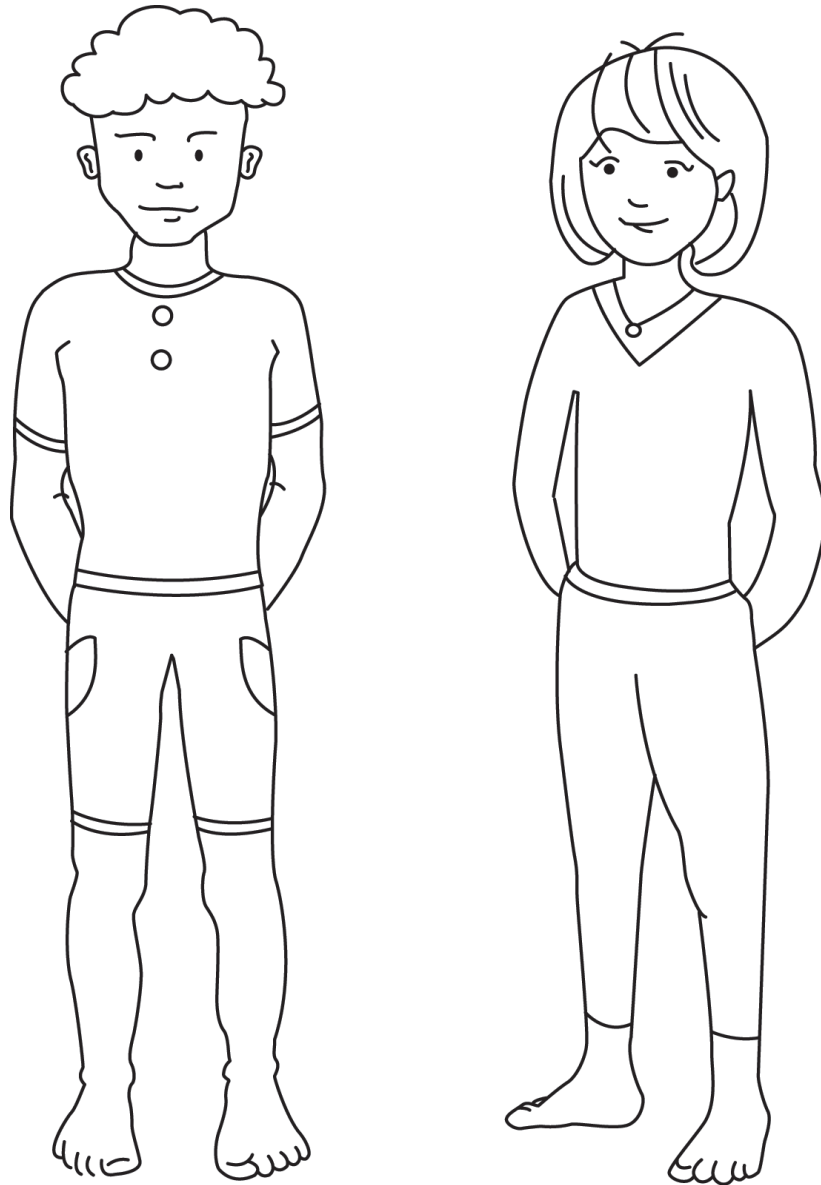
HAIR

```

                N S T T V
            Y N O A C V J B
        A E R S O       Z Q R
    E R D B E P       H M L
A M X B S R T       H F F
    K H A I R V A       Q I W H R Y R
Z A B H K C Z A N Z Q A Y T E Y E S D T
    C G H C R W X Z Q X P M P C Z J W J O N L
A P J A A G F L I U M C V H Q O Z R V V Z E
R O C N E A R O I Z P J E D V K M O U T H G
M R Q D Y B C Z P K B J E C G Q N Q H J J S
S Y B S Z J V B D F C O M V R V D N F V C Q
    U Y P Q W U S L I U Z W G Z P I A O U K
        C H E R           P K V T
            K Q           Z M
    
```

## WORKSHEET 5

Some parts of our bodies are private! We should not let anyone touch the parts covered by a swimsuit. Colour the swimsuits.





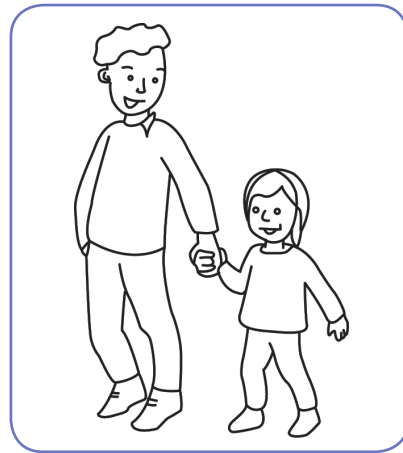
## WORKSHEET 6

Some parts of our bodies get touched a lot. Can you name these parts?

A.



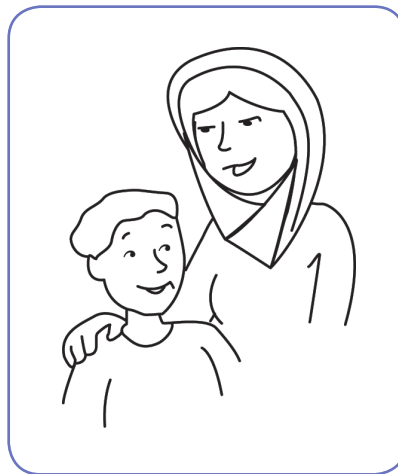
B.



  A                                      

  H                                      

C.



  S

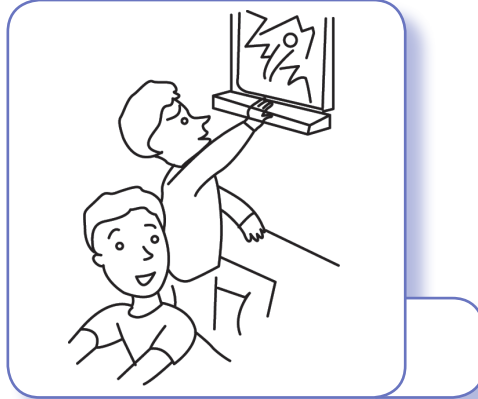
## WORKSHEET 7

Tick (✓) the good secrets and cross (✗) out the bad secrets.

A.



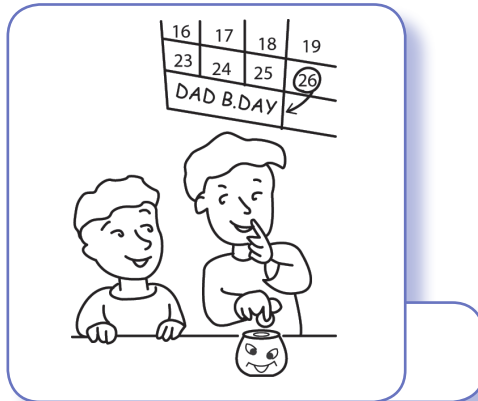
B.



C.



D.



E.



## WORKSHEET 8

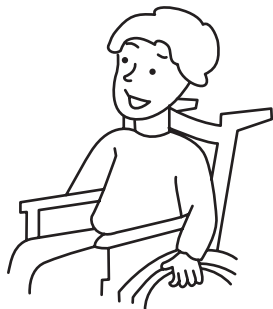
Complete the following.

If a touch makes me feel unsafe ...

I CAN SAY...



Empty speech bubble for writing.



G \_ T \_ W \_ Y




TELL...



## WORKSHEET 9

Complete the following.

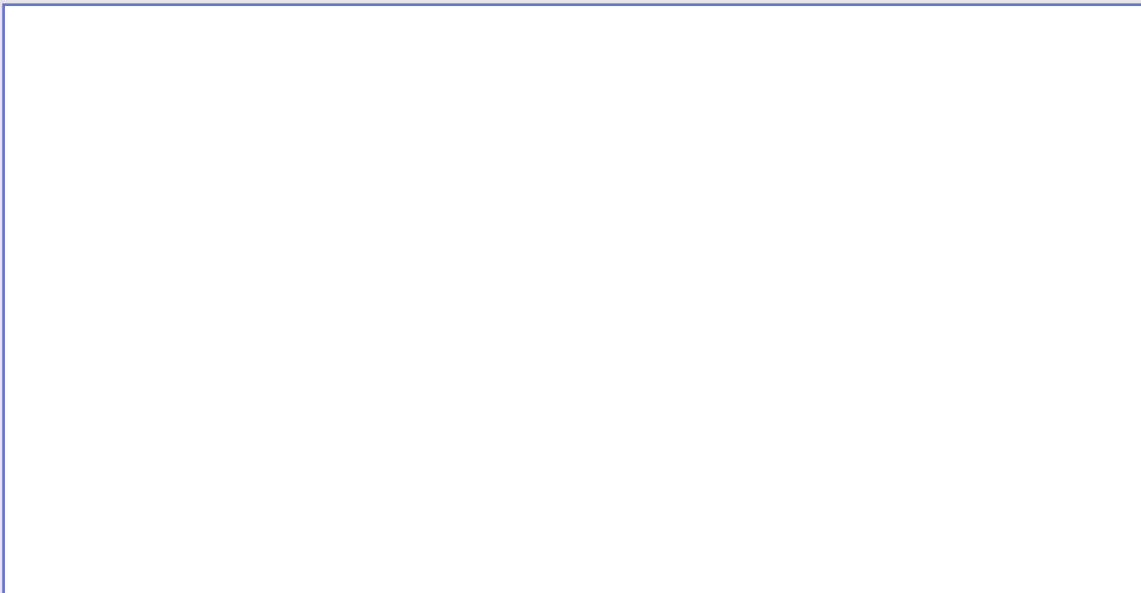
Think of someone you ...

|                                                                                     | Would | Wouldn't |
|-------------------------------------------------------------------------------------|-------|----------|
|    |       |          |
| shake hands with                                                                    |       |          |
|  |       |          |
| hug                                                                                 |       |          |
|  |       |          |
| talk to                                                                             |       |          |

### LINKS TO OTHER KEY LEARNING AREAS

- Personal safety
- Responsibility
- Exercising choice
- Moral values

### Teacher's Reflection



## Answer Key to Teacher's Guide

### Worksheet 1

A. No; No

### Worksheet 2

A. Eye

C. Ear

E. Nose

B. Foot

D. Hand

F. Mouth

### Worksheet 3

A. Ear

E. Hand

I. Shoulder

B. Eye

F. Knee

J. Arm

C. Mouth

G. Hair

K. Leg

D. Elbow

H. Nose

L. Foot

### Worksheet 4

N S T T V  
 Y N O A C V J B  
 A E R S O Z Q R  
 E R D B E P H M L  
 A M X B S R T H F F  
 K H A I R V A Q I W H R Y R  
 Z A B H K C Z A N Z Q A Y T E Y E S D T  
 C G H C R W X Z Q X P M P C Z J W J O N L  
 A P J A A G F L I U M C V H Q O Z R V V Z E  
 R O C N E A R O I Z P J E D V K M O U T H G  
 M R Q D Y B C Z P K B J E C G Q N Q H J J S  
 S Y B S Z J V B D F C O M V R V D N F V C Q  
 U Y P Q W U S L I U Z W G Z P I A O U K  
 C H E R P K V T  
 K Q Z M

### Worksheet 6

- A. Arms
- B. Hands
- C. Shoulders

### Worksheet 7

- A. ✓
- B. ×
- C. ✓
- D. ✓
- E. ×

## Answer Key to Student Activity Book

---

### Activity 4

- |   |   |
|---|---|
| ✓ | ✓ |
| × | ✓ |

### Activity 6

- |   |   |   |
|---|---|---|
| ✓ | × | × |
| ✓ | ✓ | ✓ |
| × | × | ✓ |

### Activity 7

1. A
2. B
3. A
4. B
5. A
6. B
7. B

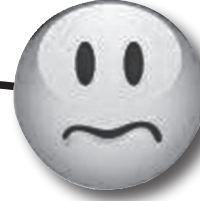


# APPENDIX 1



## GOOD TOUCH

- When Mummy gives you a hug.
- When Daddy kisses you good night.
- When your grandparents hold your hand.
- When your friend gives you a high five.
- When your teacher pats you on the back.



## BAD TOUCH

- When someone hits and hurts you.
- When someone kisses you on the lips.
- When someone touches you in places covered by your bathing suit.
- When some stranger scares you in the playground.
- When your babysitter hits you.



## NOW I CAN

Differentiate between good and bad touch.

Identify trustworthy adults.

Differentiate between good and bad secrets.











INR 30



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