

# Exploring Health & P E

Teacher's Guide

2

A joint publication of National Institute of Education, Maldives  
and Cambridge University Press, India

**CAMBRIDGE**  
UNIVERSITY PRESS

4381/4 Ansari Road, Daryaganj, Delhi 110002, India

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

[www.cambridge.org](http://www.cambridge.org)

© Cambridge University Press 2015

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2015

Printed in India by Chennai Micro Print (P) Ltd., Chennai-600029

*A catalogue record for this publication is available from the British Library*

ISBN 978-93-84463-88-5 Paperback

Additional resources for this publication at [www.cambridgeindia.org](http://www.cambridgeindia.org)

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables, and other factual information given in this work is correct at the time of first printing but Cambridge University Press does not guarantee the accuracy of such information thereafter.

.....  
**NOTICE TO TEACHERS IN THE UK**

It is illegal to reproduce any part of this work in material form (including photocopying and electronic storage) except under the following circumstances:

- (i) where you are abiding by a licence granted to your school or institution by the Copyright Licensing Agency;
- (ii) where no such licence exists, or where you wish to exceed the terms of a licence, and you have gained the written permission of Cambridge University Press;
- (iii) where you are allowed to reproduce without permission under the provisions of Chapter 3 of the Copyright, Designs and Patents Act 1988, which covers, for example, the reproduction of short passages within certain types of educational anthology and reproduction for the purposes of setting examination questions.

.....  
**NOTICE TO TEACHERS**

The photocopy masters in this publication may be photocopied or distributed [electronically] free of charge for classroom use within the school or institution that purchased the publication. Worksheets and copies of them remain in the copyright of Cambridge University Press, and such copies may not be distributed or used in any way outside the purchasing institution.

.....  
Every effort has been made to trace the owners of copyright material included in this book. The publishers would be grateful for any omissions brought to their notice for acknowledgement in future editions of the book.

# 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	13

**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 change their responsibilities.
- 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 the process of ageing.
- The student understands the changes that occur in his/her body.
- The student has learnt to show interest in the things he/she does.
- The student begins to show 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 students in the Islamic faith and enhancing their understanding of Islam as a complete way of life is an imperative learning.

### SHARED VALUES

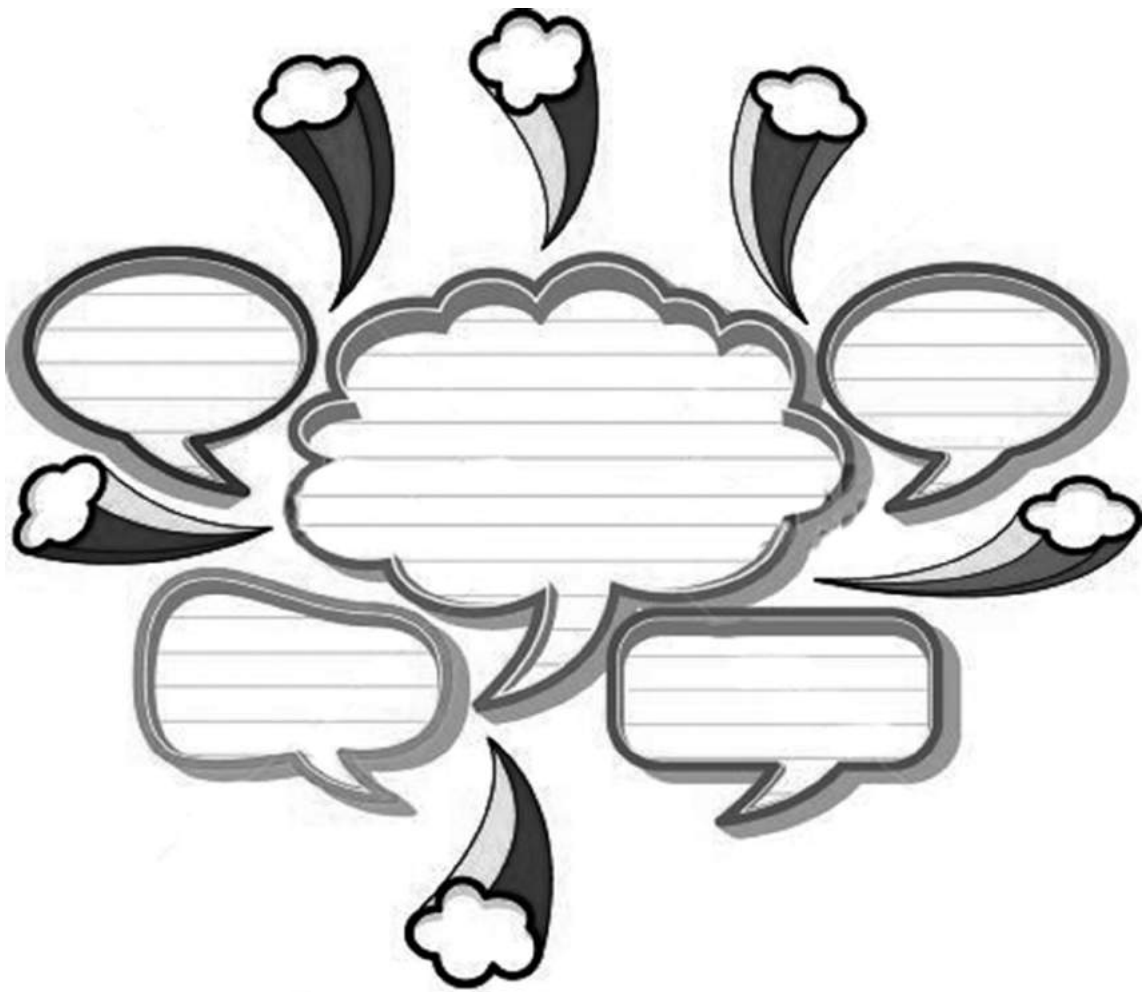
- Values relating to self:** Learning to hold oneself with dignity and respect, and acknowledging that each individual has a unique identity.
- Initiative and enterprise:** Learning to develop the confidence to take initiative and be enterprising in responding to life's challenges.

Duration	Teaching Procedure	Resource/ Materials Needed	Differentiated Instructions
10 Mins	<p><b>Introduction</b></p> <p>Talk about the different stages in the growth cycle of human beings. The life cycle begins from a baby, to growing up into a child, then to an adult and becoming old.</p> <p>Make a list of activities that a child can perform and the activities only adults can do. For example, cutting of vegetables, holding a baby, laying the table for dinner, making tea, etc.</p>		Make the students do a role - play activity where they imitate their parents.
15 Mins	<p><b>Similar but Unique</b></p> <p>Discuss that everyone is unique, despite apparent similarities. Make a list of what is common in all children like hands, legs and weight.</p> <p>Ask the students to make a list of what is uncommon and unique about them. It could be a birthmark, colour of their hair or colour of their eyes. Ask the students to observe each other and describe each other's height, appearance and hair type.</p> <p>The corresponding weight also changes with age. A baby, a child, an adult and an old person will weigh according to their heights, personalities, lifestyles and age.</p>		
20 Mins	<p>Discuss different achievements and responsibilities which come only with age. For example, earning for the family is a responsibility,</p> <p><b>Care</b></p> <p>Taking care of babies can only be done by adults as it requires a lot of expertise. Have the students draw the pictures of their mother, father, sibling. Through the pictures let them depict what kind of chores they generally do at home.</p>		

Duration	Teaching Procedure	Resource/ Materials Needed	Differentiated Instructions
<b>10 Mins</b>	<p>Also, talk about taking care of their personal belongings, both at home and at school. Emphasise the importance of ensuring security and safety of their belongings.</p> <p>Conclude the chapter by telling them about their unique identity in the world. “No one else is exactly like you because Allah has made everybody UNIQUE.”</p> <p>Thank Allah for bestowing upon you such a beautiful body.</p>		



Write five things you learnt about growing up.



## LET'S DISCUSS

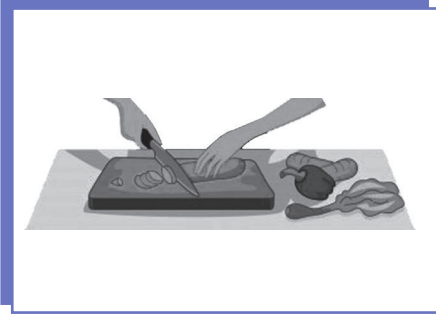


- Different stages of growth and development in the life of human beings?
- Can you perform the same tasks as your mother?
- Do you have any responsibility at home? If no, then why not?
- Can we reverse the duties, that is your mother will attend school and you will cook? Why not?

## WORKSHEET 1

Look at the pictures given below. Match the child and adult to the activity they perform.

1. Cutting of vegetables



2. Putting a baby to sleep



3. Going to school

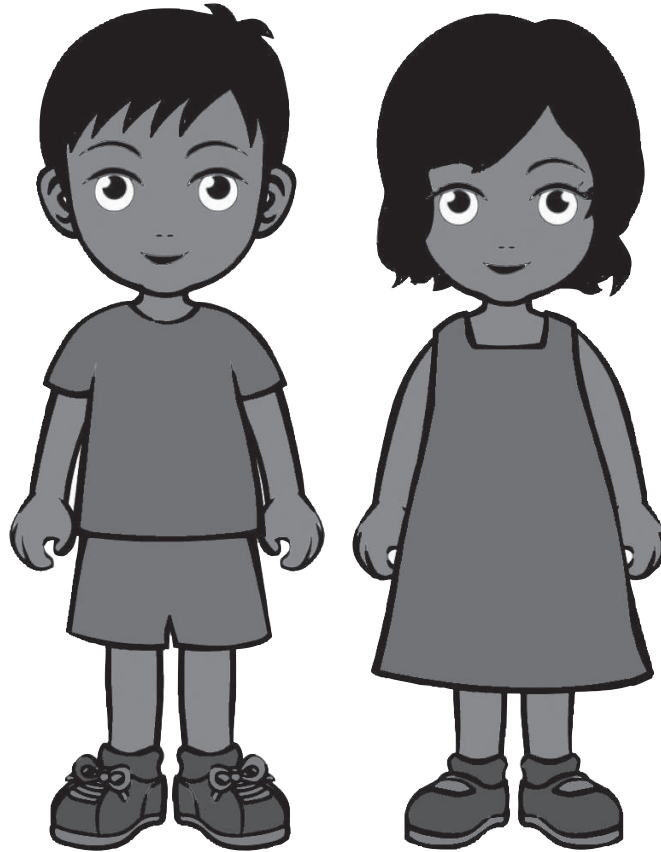


4. Watering the plants



## WORKSHEET 2

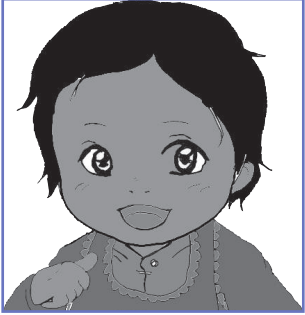
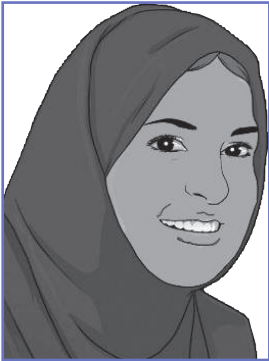


What is common between the two?



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

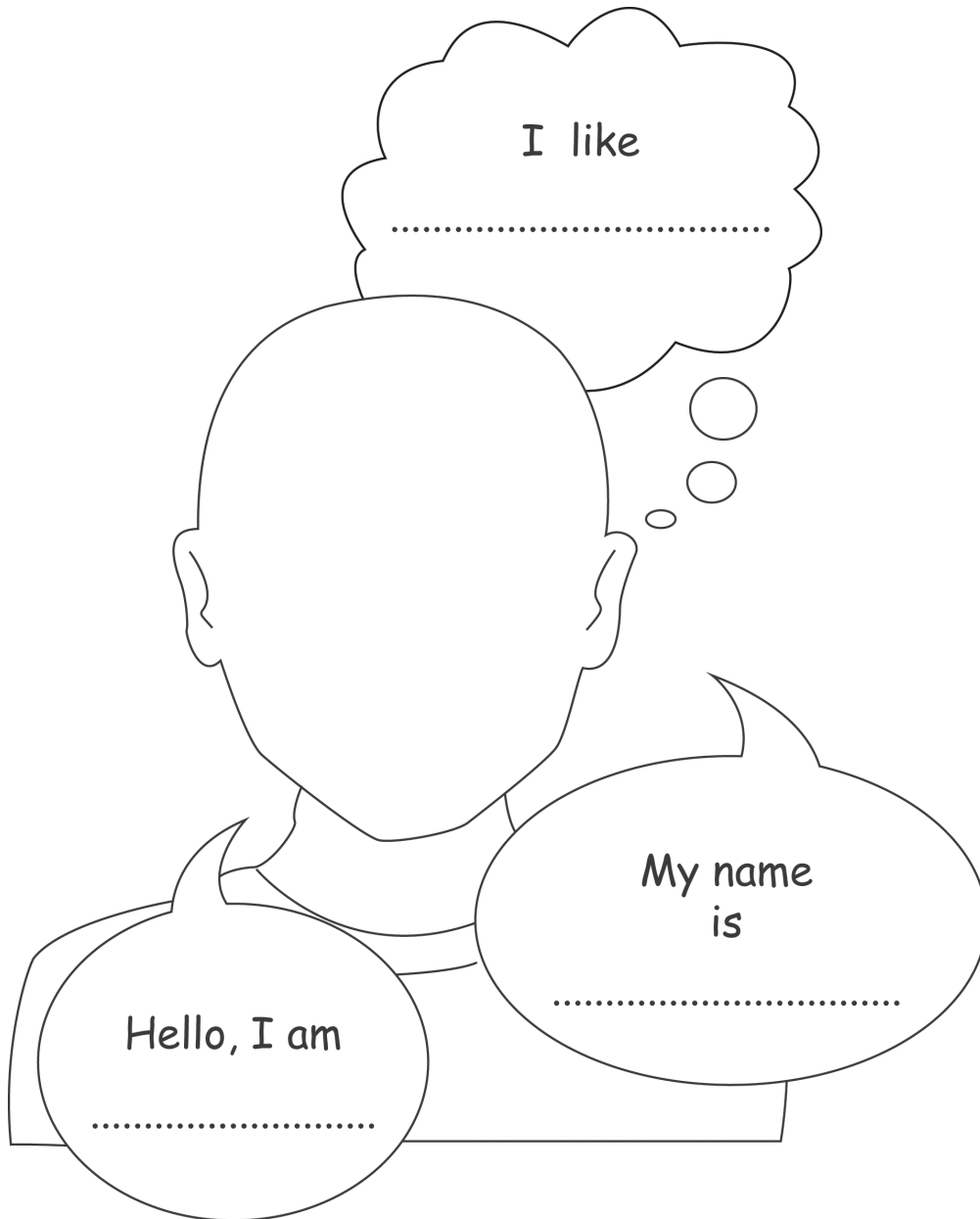
## WORKSHEET 3

Match the weight.

A. 	1. 45 KG
B. 	2. 8 KG
C. 	3. 60 KG
D. 	4. 25 KG

## WORKSHEET 4

Fill the details in the picture given below.



**Links to other Key Learning Areas**

- Growth and Development
- Social Studies
- Individual uniqueness

**Teacher's Reflection**

## Answer Key to Teacher's Guide

---

### Worksheet 1

Child - 3, 4

Adult - 1, 2

### Worksheet 2

(Answers may vary)

- |          |         |         |
|----------|---------|---------|
| 1. Eyes  | 3. Legs | 5. Ears |
| 2. Hands | 4. Nose |         |

### Worksheet 3

- |      |      |
|------|------|
| A. 2 | C. 4 |
| B. 1 | D. 3 |

## Answer Key to Student Activity Book

---

### Activity 1

- B. 1, 4, 2, 5, 3
- C. 1. Child  
2. Adult  
3. Child/Baby/Teenager (Answers may vary)  
4. Old person

### Activity 2

- A. 4  
B. 2  
C. 1  
D. 3



## NOW I CAN

**Identify different stages of development.**

**Discuss that I am unique.**

**Understand that people need different types of care at different age.**

**Talk about how my responsibilities change as I get older.**





**Award Certificate**

Presented to

\_\_\_\_\_

for

Taking care of His/Her Belongings.

Signature                  Date

\_\_\_\_\_                  \_\_\_\_\_

The certificate is enclosed in a blue border. It features two blue butterfly illustrations: one in the top-left corner and one in the bottom-right corner. The text is centered and includes a blank line for the recipient's name, the word 'for', the phrase 'Taking care of His/Her Belongings.', and two blank lines for the signature and date.

# Chapter 2: Keeping Safe

## STRAND: Growth Development and Health Awareness

### Sub-strand: Safety at home, school and community

**Outcome GDB 1.2:** Acquire personal body safety skills.

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

- Identify good secrets and bad secrets.
- Identify specific adults and community resources to go to for help.
- Discuss proper times and places to share confused feelings with appropriate adults.

### PRIOR KNOWLEDGE

- The student knows the difference between good and bad secrets.
- The student understands basic values.
- The student understands that being safe is important.

### KEY COMPETENCIES

- Understanding and managing self:** It encompasses the skills, attitudes and knowledge necessary to understand oneself, and to develop and maintain a realistic and positive self-image. It also develops motivation and goal setting skills.
- Relating to people:** Students can understand themselves better and are able to interact effectively with other members of society. They learn to live harmoniously with people from diverse communities. They learn to interact with others and enjoy their company.

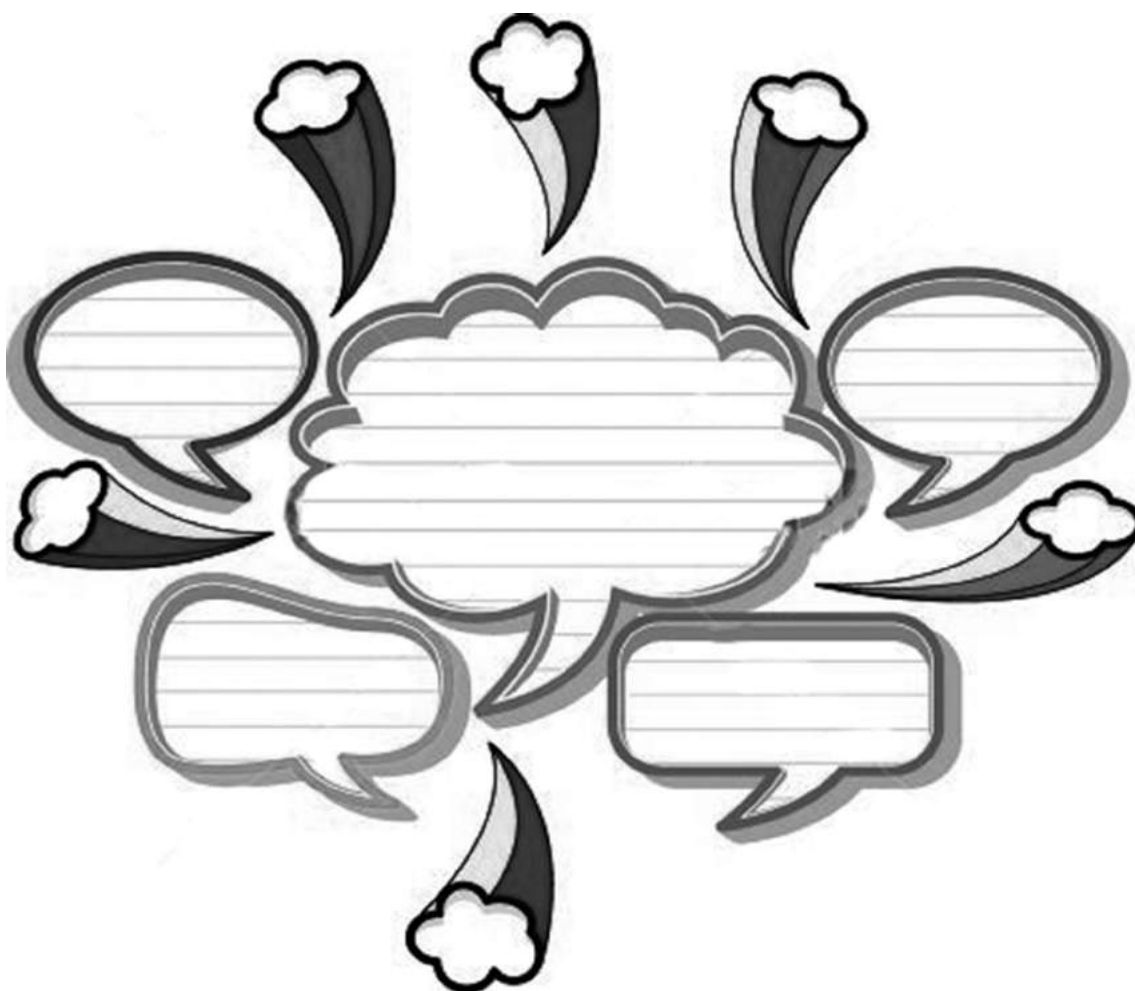
### SHARED VALUES

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

Duration	Teaching Procedure	Resource Materials	Differentiated Instructions
30 Mins	<p><b>Introduction</b></p> <p>Discuss about Good secret and bad secret.</p> <p>The students can be grouped in pairs and they can share their secrets with each other.</p> <p>Write all the secrets randomly on the board and ask the students to draw a happy face to good secret and a sad face to bad secret.</p> <p><b>Trustworthy Adults</b></p> <p>The students can make a list of people in their house, school and community on whom they can rely for help.</p> <p>Tell the class to share words which they like to hear and those which makes them angry. For example, 'Dear teacher' are good words which show respect whereas words like fool, stupid, fatty are disrespectful.</p> <p>Deal with the sensitive issues of good and bad touch. If any kind of touch is bothering the child, he/she should immediately share this with the person they can rely on the most, like their mother.</p> <p>Encourage the students to share their secrets with the teacher or parents and not feel inhibited.</p>	<p>Pictures of different activities showing good and bad secrets.</p> <p>A board to write down the secrets.</p> <p>A list of words that show respect.</p>	<p>Encourage the students to speak and share their views, some can come and draw on the board also.</p>
20 Mins	<p><b>Courage and Strength</b></p> <p>In case of adversity students should be encouraged to show courage and face the situation. Courage can help them tackle the problem. Another virtue is to stay calm but alert.</p>		

Duration	Teaching Procedure	Resource Materials	Differentiated Instructions
10 Mins	<p>If the students sense that something is wrong and they are not feeling safe they should immediately look for a safe place and ask for help. The students should be able to identify the right person to go to when help is needed.</p> <p><b>Respect</b></p> <p>The students should be taught values every day to make them better human beings. One should respect oneself first and also show respect to others. The students should know how to respect their own body. Allah has given us a beautiful body and it is our duty to take good care of it. Respect is one virtue, the more you give the more you will earn.</p> <p>Teach the students the difference between boys and girls The class can be grouped in two teams. Ask them to observe the difference:</p> <ul style="list-style-type: none"> <li>• Boys and girls dress differently</li> <li>• The hair length of boys and girls are different</li> <li>• They use separate washrooms</li> <li>• The way they walk is also different</li> </ul> <p>But this difference should be celebrated and not looked down upon.</p> <p>The difference does not mean that one is superior than the other.</p> <p>Both have their own strengths and weaknesses.</p> <p>Both are similar yet unique.</p>	<p>Drawing sheets for the students to draw a girl and a boy and see the difference.</p>	

Write five things you learnt about staying safe.



## LET'S DISCUSS



- Do you hide secrets from your parents?
- Do you feel comfortable to share your secrets with your parents?
- How do you feel when others talk to you with respect?
- Do you show the same amount of respect to others?
- Do you talk with respect to your driver/cook/gardener?

## WORKSHEET 1

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

A. Making a card for your father.



B. Going to a neighbour's house without informing your parents.



C. An uncle is scaring you when nobody is watching.



D. Planning a surprise party.



E. Eating chocolates secretly.



## WORKSHEET 2

Tick (✓) the people you can trust for help. Cross (X) out people you cannot trust.



Mother



Sibling



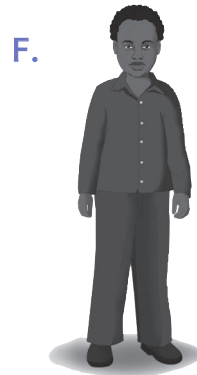
Police



Class Teacher



Stranger



Passerby

## WORKSHEET 3

Fill the table given below.



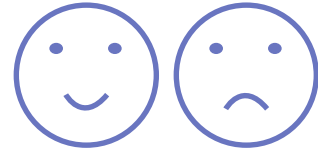
Similarities	Differences
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>



## WORKSHEET 4

Colour the 😊 happy smiley, if the sentence shows respect. Colour the ☹️ sad smiley, if the sentence shows disrespect.

1. Helping an old man cross the road.



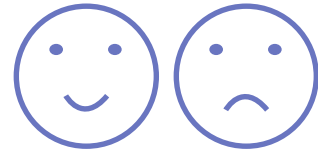
2. Shouting at your siblings.



3. Pushing someone while playing.



4. Helping your grandfather water the plants.



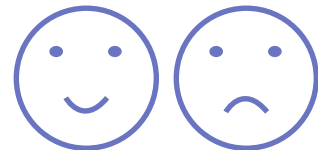
5. Staring at strangers.



6. Calling someone fat.



7. Wishing your elders everyday.



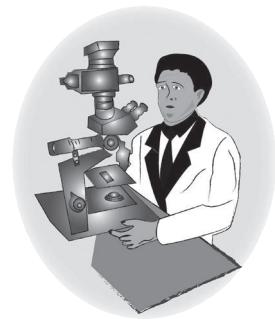
8. Thanking Allah for each beautiful day.



## WORKSHEET 5

Draw a picture of what you want to be when you grow up.

# MY FUTURE



When I grow up I want to be a:

---

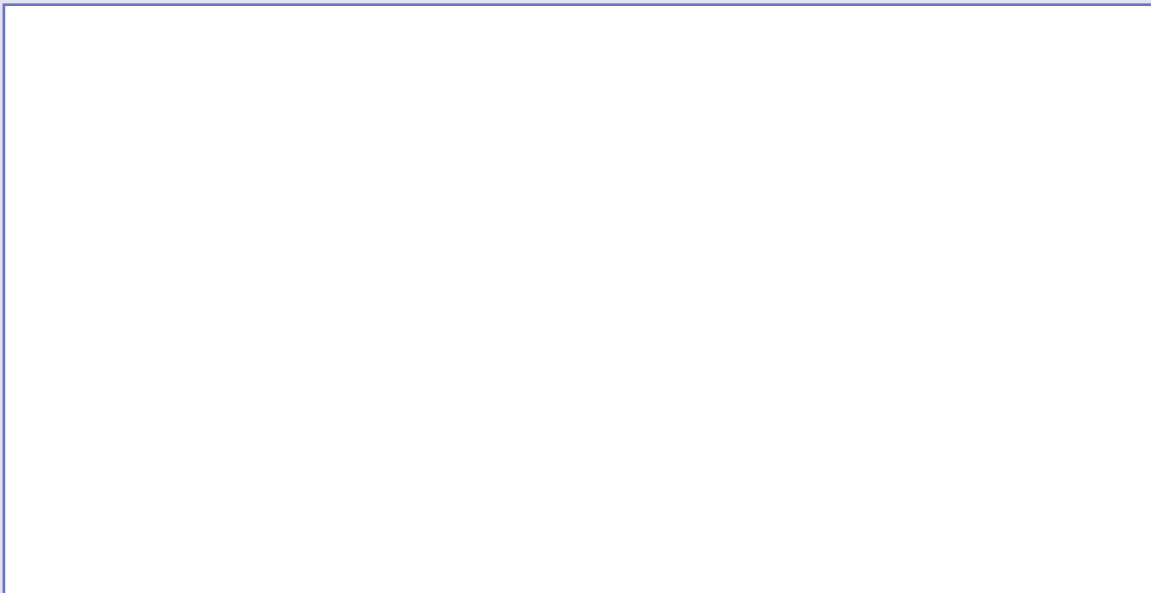
---

---

### LINKS TO OTHER KEY LEARNING AREAS

- Health and well-being
- Environment
- Social Studies

### Teacher's Reflection



## Answer Key to Teacher's Guide

### Worksheet 1

- |      |      |      |
|------|------|------|
| A. ✓ | C. ✗ | E. ✗ |
| B. ✗ | D. ✓ |      |

### Worksheet 2

- |      |      |      |
|------|------|------|
| A. ✓ | C. ✓ | E. ✓ |
| B. ✓ | D. ✗ | F. ✗ |

### Worksheet 4

Happy Smiley – 1, 4, 7, 8.

Sad Smiley – 2, 3, 5, 6.

## Answer Key to Student Activity Book

### Activity 1

- |      |      |      |      |
|------|------|------|------|
| 1. ✓ | 3. ✓ | 5. ✗ | 7. ✗ |
| 2. ✗ | 4. ✗ | 6. ✗ | 8. ✗ |

### Activity 3

Scream and run to a safe place.

### Activity 4

1. B
2. C
3. B
4. B

### Activity 5

1. sad smiley
2. happy smiley
3. sad smiley
4. happy smiley
5. sad smiley
6. sad smiley
7. sad smiley
8. sad smiley
9. happy smiley
10. sad smiley

### Activity 5

1. Please do not touch or push anyone.
2. Always respect others and yourself.



## NOW I CAN

**Differentiate between good and bad secrets.**

**Identify adults who can help me.**

**Discuss the importance of respecting my body.**

**Identify similarities and differences between a girl and a boy.**

# Notes

The image shows a vertical rectangular area with rounded corners, outlined by a dashed line. At the top center, the word "Notes" is written in a bold, sans-serif font. Below the title, there are 17 horizontal solid lines that divide the space into 16 equal-sized rectangular rows, providing a template for handwritten notes.

INR 30



**CAMBRIDGE**  
UNIVERSITY PRESS  
[www.cambridge.org](http://www.cambridge.org)

ISBN 978-93-84463-88-5



9 789384 463885