

Exploring Health & P E

Teacher's Guide

3

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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

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UNIT

1

Health and Body Awareness

Chapter 1: Growing Up

Strand: Growth, Development and Body Awareness

Sub-strand: Healthy Body Awareness

Outcome GDB1.1: Explain the difference between growth and development in individuals.

Indicators: This is evident when the student can:

- Explain that growth and development involve physical, social, emotional and intellectual changes.
- Identify factors that influence growth and development (nutrition, illness, injury).
- Explain what one could do to promote his/her growth and development.

PRIOR KNOWLEDGE

- The student can recognize people at different stages of development.
- The student knows that people are similar yet unique.
- The student can compare the care needed by people at different stages of life.
- The student can describe how responsibilities change as people grow older.

KEY COMPETENCIES

- Understanding and managing self:** The ability to plan, implement plans and evaluate one's performance are all aspects of self-management which are essential in developing an enterprising attitude in students.
- Living a healthy life:** Through the experiences gained, students understand the relationship between their lifestyle choices and health. They live life in a manner that reflects their values and attitudes while being considerate about the choices and decisions made in various aspects of life.
- Learning to perform activities using ICT.

SHARED VALUES

- Values relating to self:** They learn to develop the confidence to take initiative and be enterprising in responding to life's challenges.
- Values relating to local and global community:** They learn to develop the flexibility and resilience to adapt to changing conditions.

Duration	Teaching Procedure	Resource/ Materials Needed	Differentiated Instructions	
10 Mins	<p>Growth</p> <p>Introduce the chapter by talking about the meaning of growth. Ask the students to get their baby pictures and observe the changes that can be noticed. Discuss about growth in terms of height, weight, body parts, etc.</p> <p>Ask:</p> <ul style="list-style-type: none"> • Is your hand of the same size as it was when you were born? • What was your weight when you were born and what is it now? 	Baby pictures of students for comparative analysis.		
10 Mins	<p>Development</p> <p>Define development. Talk about the overall changes in terms of mind and body.</p> <p>Ask:</p> <ul style="list-style-type: none"> • Did you cry when you were an infant? • Could you talk back then? • Do you cry often, like you used to? • Do your parents cry so often as compared to you? <p>Name the things that you couldn't do as an infant and the ones that you can do now.</p> <p>Also, find out things that you can't do but your parents can.</p>			
20 Mins	<p>Growing Up</p> <p>Talk about the changes we undergo while growing up.</p> <p>Discuss about physical changes, social changes, emotional changes and intellectual changes.</p> <p>Ask them to find out examples of each change by doing a comparative analysis with their parents and/or siblings. Discuss how each living thing grows and then dies. Talk about the birth and death cycle of human beings, animals and plants.</p>			

Duration	Teaching Procedure	Resource/ Materials Needed	Differentiated Instructions
20 Mins	<p>Plan for a nature walk in the school garden.</p> <p>Ask the students to observe:</p> <ul style="list-style-type: none"> • Different sizes of plants. • Different stages of plant growth. • How do plants grow? • List the things plants need to grow. <p>Factors Influencing Growth</p> <p>Begin the discussion by pointing out the essential things required for growth.</p> <p>Discuss how nutrition plays an important role in growth and development.</p> <ul style="list-style-type: none"> • Define malnourishment. • Explain the causes of malnourishment. • Talk about illnesses and injuries that hamper the growth of human beings. • Mention various ways of promoting growth and development. <p>Mention to the students that there are some seeds that can grow faster, for example, gram seeds, bean seeds, peas, etc.</p> <p>Plant the pea seeds in two different pots.</p> <ul style="list-style-type: none"> • Keep pot 1 under direct sunlight while pot 2 in a dark area. • Water pot 1 regularly while leave the pot 2 unattended. • Add manure to the pot kept in sunlight. Observe the changes that take place in this pot. Now write down the changes and find out the things needed for plants to grow. • Finally, ask the students to find out things that human beings need to grow. 	Garden in school or in neighbourhood.	

Observe the different stages of the plant growth. Can you relate this to your growth and write below it.



Seed



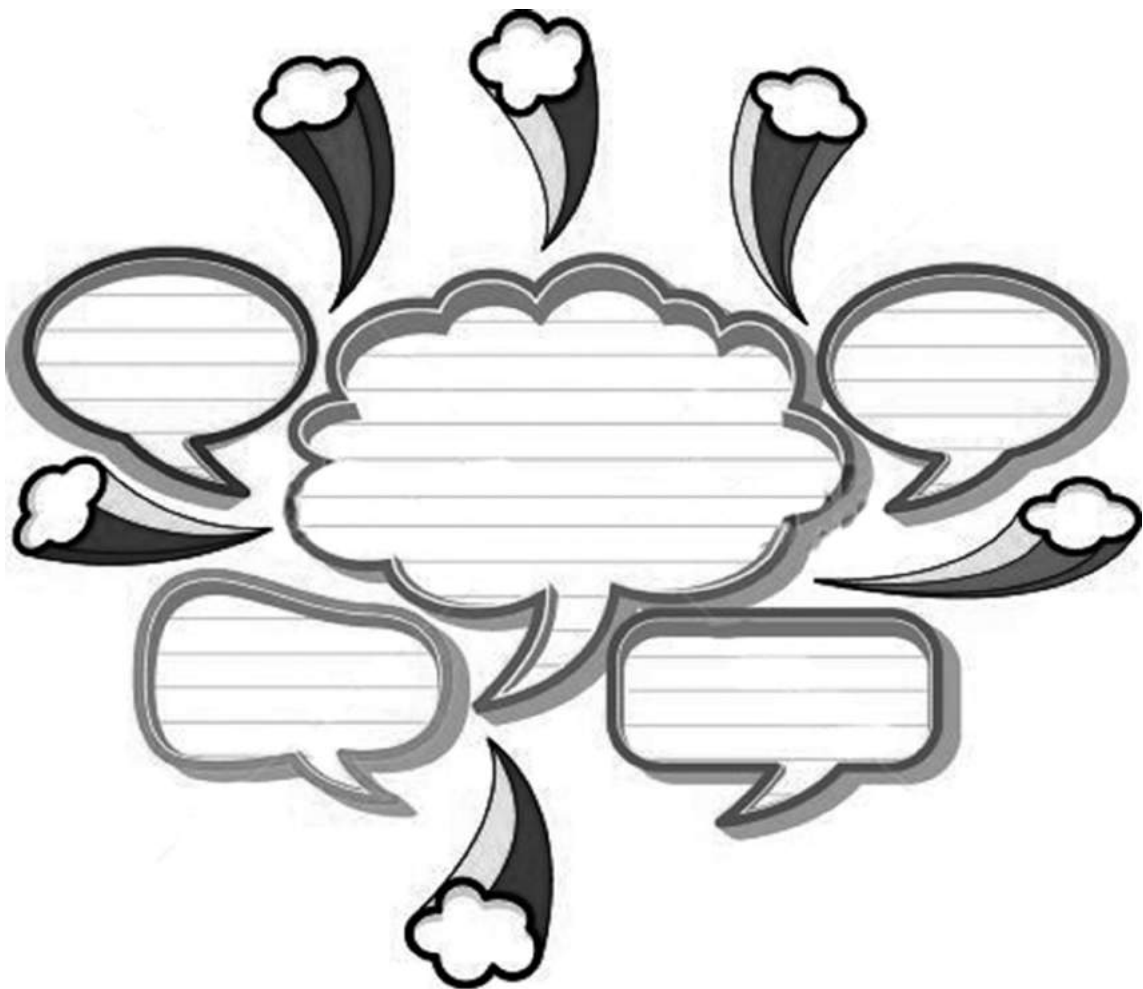
Shoot



Plant



Plant with flower



WORKSHEET 1

Dab your left hand with some paint. Then print your hand on the sheet given below. Ask an elder in the family to do the same and print his/her hand below yours. Measure the size of both the prints in centimetres. Discuss with your partner the growth pattern.

Size of your hand _____

Size of any elder's hand _____

WORKSHEET 2

Find out three children in your class whose weight and height is more than yours. Find three more children whose weight and height is less than yours. Now, complete the table.

Name	Height	Weight
Classmate 1		
Classmate 2		
Classmate 3		
My name: _____		
Classmate 4		
Classmate 5		
Classmate 6		

WORKSHEET 3

Take a glass jar or a bottle, some cotton wool and some beans. Stuff the jar with cotton wool and put some beans. Put some water so that the cotton becomes damp but do not add excess water. Place the jar near the window. Observe the jar for 2-3 days and click pictures. After a week, click pictures again. Compare both the pictures and describe how the plant grew from a seed. Fill the Seed Journal given below for each day. Then paste the pictures in the space provided below.



How My Seed Grew



Day 1



Day 2



Day ____



Day ____



Day ____



Day ____



Day ____



Day ____

WORKSHEET 4

Interview your parents and write down the names of their favourite T.V. shows. Also write your favourite T.V. shows. Notice the difference in the choices.

Shows that I watch	Shows that my parents watch

WORKSHEET 5

The following pictures depict various stages of human growth. Arrange them in proper sequence and write them in the space below.



A



B



C



D



E

1. _____

2. _____

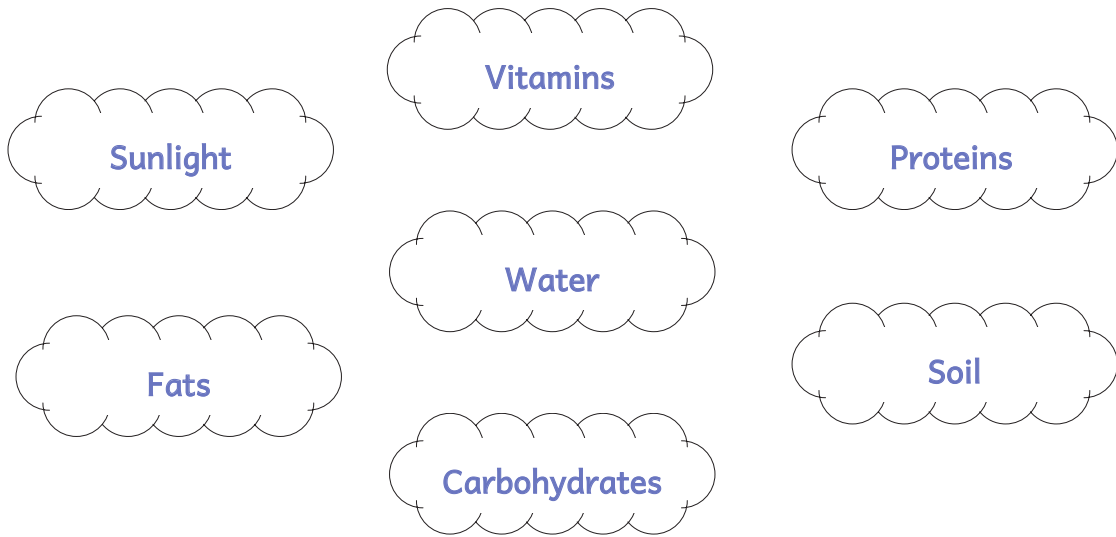
3. _____

4. _____

5. _____

WORKSHEET 6

Given below are a few things that are used by plants and humans to grow.



Write them in the table below.

Things plants need to grow	Things I need to grow
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____

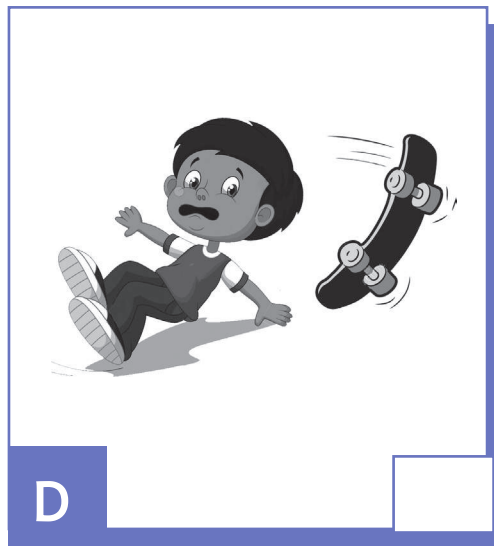
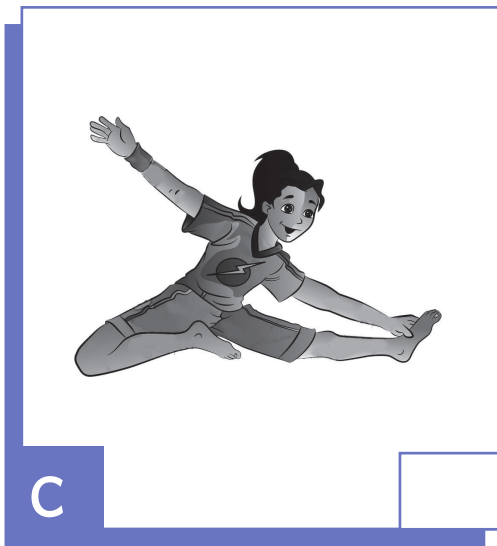
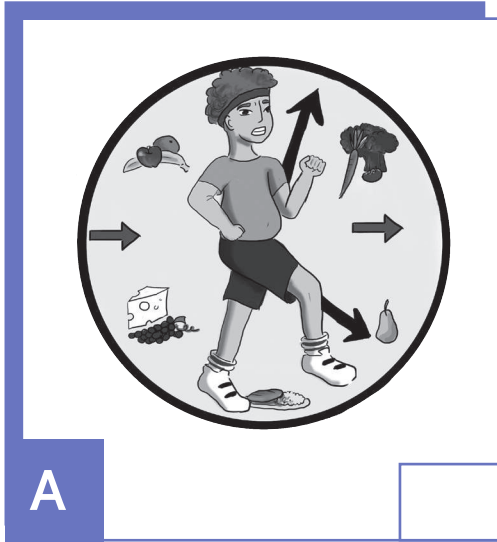
WORKSHEET 7

Choose the correct option and fill in the blanks.

- A. Changes in height and weight are a part of _____. (physical/social) growth.
- B. Lack of nutritious food causes _____. (malnourishment/growth)
- C. Staying safe helps us to stay away from _____. (injuries/development)
- D. Illness is caused when we eat _____. (healthy/junk) food.
- E. Eyes, Legs, Arms and Head are some of the _____ (most/least) injured parts of our body.
- F. Accidents may lead to _____ (proper/improper) growth of our body.
- G. We should follow hygiene rules to avoid getting _____ (healthy/sick).
- H. (Social changes/Emotional changes) _____ are changes in the way we interact with our family, friends and peers.

WORKSHEET 8

Tick (✓) the things that help us grow properly and cross (X) out the ones that don't.



WORKSHEET 9

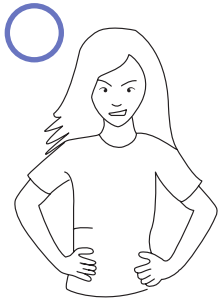
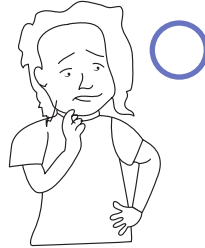
Find the food items that help you grow properly.

carrots, milk, eggs, cheese, apple, banana

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

WORKSHEET 10

Unscramble the words to match them with the image of the feeling.



1. onfucsed _____

2. agryn _____

3. orbed _____

4. toh _____

5. clod _____

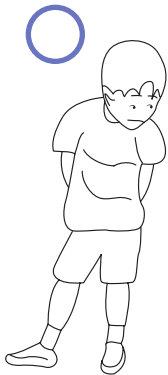
6. das _____

7. caresd _____

8. appyh _____

9. shameda _____

10. orriwed _____



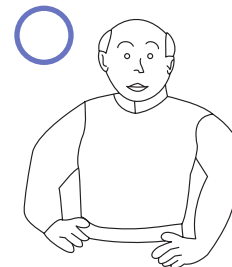
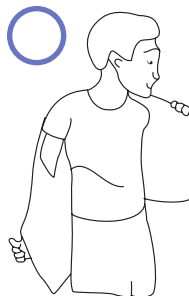
6. das _____

7. caresd _____

8. appyh _____

9. shameda _____

10. orriwed _____



WORKSHEET 11

As we grow, our mind develops. Complete the following to describe how your learning process has developed. One has been done for you.

1. When I was a baby, I could not speak.

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

1. When I was a 2 years old, I started speaking.

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

1. When I was 4 years old, I learnt about alphabets.

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

1. Now I can speak, read and write proper sentences.

2. _____

3. _____

4. _____

5. _____

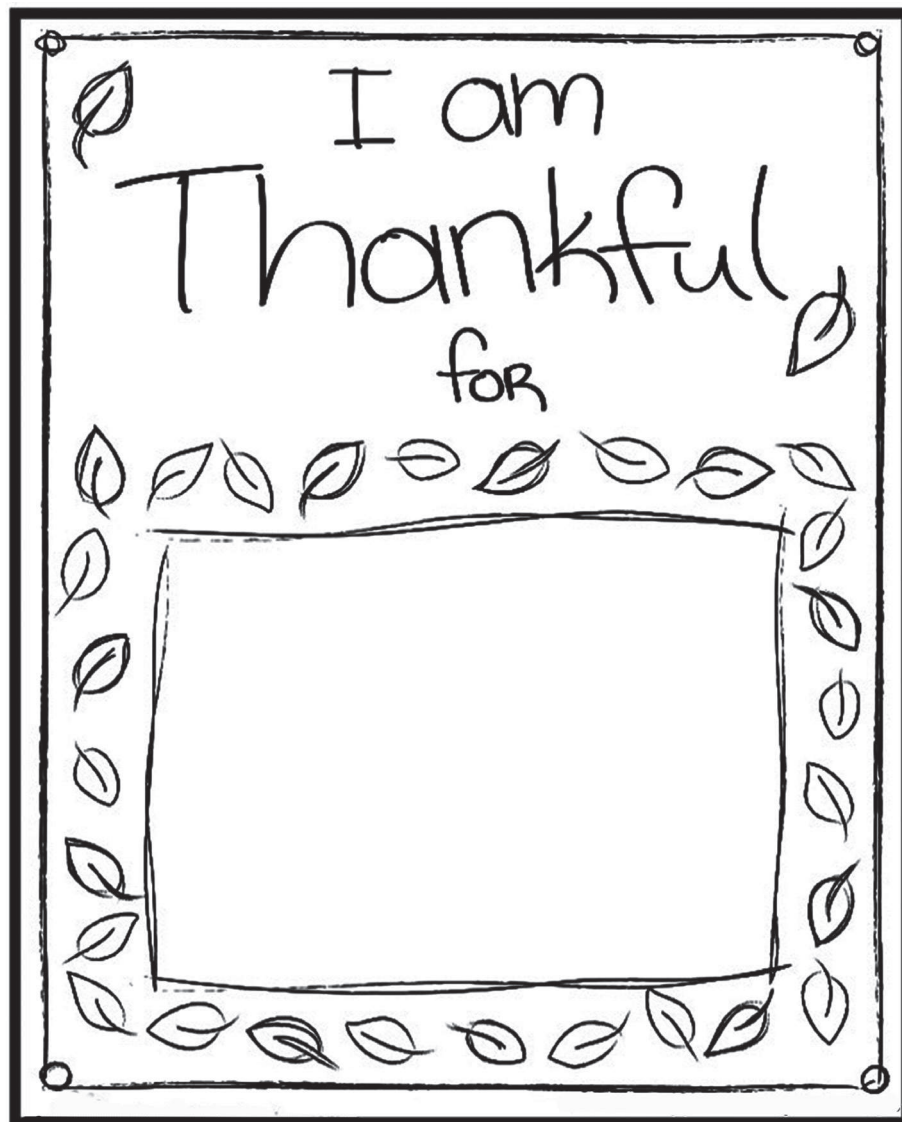
6. _____

7. _____

C H A N G E

WORKSHEET 12

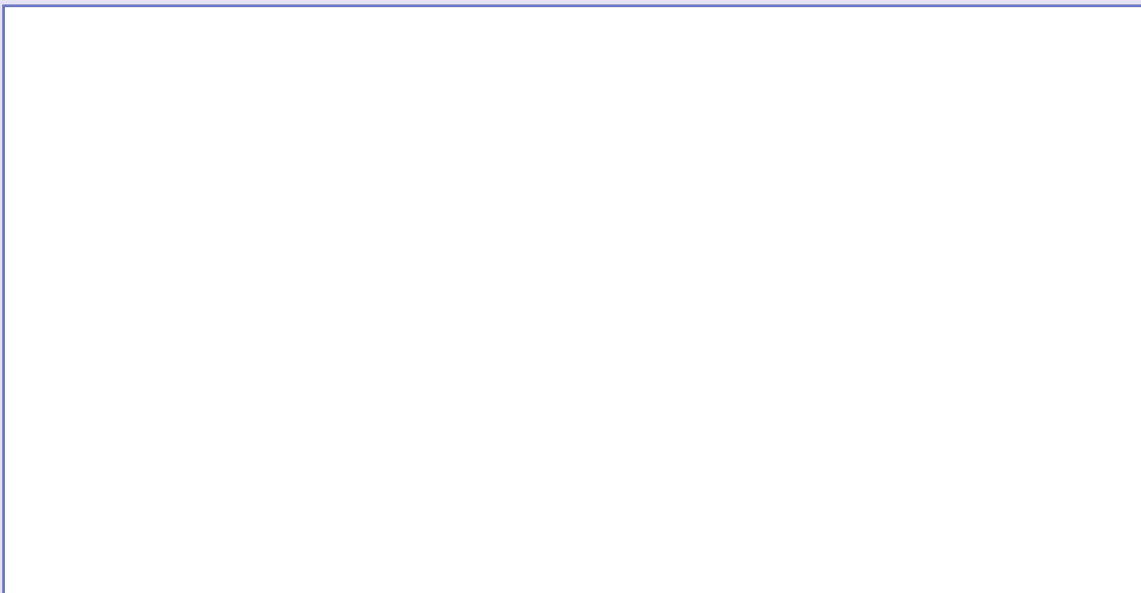
It is important to maintain good relationship with family and friends. We should respect everyone. We should also be thankful to people who help us. Make a card for someone, thanking them for helping you.



LINKS TO OTHER KEY LEARNING AREAS

- Growth
- Relationships
- Family ties
- Respect
- Responsibility
- Showing care
- Expressing love

Teacher's Reflection



Answer Key to Teacher's Guide

Worksheet 5

1. E
2. D
3. C
4. A
5. B

Worksheet 7

- | | |
|-------------------|-------------------|
| A. Physical | E. Most |
| B. Malnourishment | F. Improper |
| C. Injuries | G. Sick |
| D. Junk | H. Social changes |

Worksheet 8

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

Worksheet 9

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

Answer Key to Student Activity Book

Activity 3

Stage 1: seed

Stage 2: shoot

Stage 3: plant

Stage 4: flower on the plant

Activity 5





NOW I CAN

Differentiate between growth and development.

Talk about physical, social, emotional and intellectual changes.

Identify factors influencing growth and development.

Chapter 2: Keeping Safe

Strand: Growth, Development and Body Awareness

Sub-strand: Health and Body Awareness

Outcome GDB1.2: Acquire personal body safety skills and decision making skills that can be used in times of crisis to promote safe living.

Indicators: This is evident when the student can:

- Recall and discuss when to use personal body safety rules
- Define strangers and identify ways to protect themselves from strangers
- Describe ways to stay safe from strangers
- Decide between safe and dangerous situations

Outcome GDB1.3: Recognises that body shapes are just differences. Understanding that there is no 'ideal' body shape and that everyone is unique.

Indicators: This is evident when the student can:

- Exhibit an identity of who one is, rather than how one looks
- Maintains a caring and mindful connection to one's own body

PRIOR KNOWLEDGE

- The student can understand good and bad secrets.
- The student knows who can be trusted when one feels, scared or confused.
- The student understands physical similarities and differences between a girl and a boy.

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.
- Thinking critically and creatively:** Students who are creative and critical thinkers use broad in-depth analysis of evidence to make decisions and communicate their beliefs clearly and accurately.

SHARED VALUES

- Values relating to self Integrity:** They learn to demonstrate principles of ethical and moral conduct, showing consistency between words and actions.
- Values relating to self:** They learn to show awareness and take personal responsibility for one's actions both in and outside school and in future life.

<input type="checkbox"/> Relating to people: It covers both interpersonal and intrapersonal skills.	<input type="checkbox"/> Values relating to local and global community: They learn to respect human rights and stand up for the rights of others.
--	--

Duration	Teaching Procedure	Resource/ Materials Needed	Differentiated Instructions
	<p>Personal Safety</p> <p>Introduce the chapter by talking about the meaning of safety. Discuss why is it essential to be safe?</p> <p>Then discuss the meaning of personal safety and the need to have personal safety. Talk about various body safety rules. Discuss about good touch and bad touch. Show flash cards of examples of the same.</p> <p>Ask:</p> <ul style="list-style-type: none"> • Should we go out alone in dark? • Should we speak to strangers? • Whom should we speak to when somebody misbehaves with us? <p>Strangers</p> <p>Now, define strangers. Talk about the difference between good strangers and bad ones.</p> <p>Ask:</p> <ul style="list-style-type: none"> • When you are lost on your way back, where/whom should you go to? • Are all strangers bad? Why/why not? • If a stranger gives you cookies, should you take it? • What is the secret code between you and your parents? • Is police a helpful stranger? <p>I am Me</p> <p>Begin the discussion by pointing out the similarities between everybody present in the class.</p>	<p>Flash cards of good touch and bad touch.</p>	

Duration	Teaching Procedure	Resource/ Materials Needed	Differentiated Instructions
	<p>For example, pair of eyes, ears, hands, legs, nose, hair, etc. Then discuss about other common factors like having siblings, parents, grandparents, a house, etc.</p> <p>Group the students with common features and name the groups.</p> <p>Then highlight the differences between each one of them. Do not differentiate on the basis of religion, caste, race, colour, ethnicity, etc.</p> <p>Talk about the similarities and differences in each one of them. For example, their name their looks their habits, their likes and dislikes, etc.</p> <p>Ask the students to interview their partners and find out five similar things and five different things in him/her.</p> <p>Now, ask the students to write down the points which may help others to identify them.</p> <p>This may be about their appearance, size, hobbies and interests, etc. Ask them to talk about their identity in particular.</p>		

LET'S DISCUSS



- What is the meaning of personal safety?
- What are the rules for personal safety?
- What is good touch and bad touch?
- Who are strangers?
- What should one do when approached by a stranger?

ROLE PLAY

Divide the class into groups. Each group should have 6-8 students. One student should enact the role of a policeman, one should become a teacher and two students should enact the role of parents.

Ask the remaining students to enact different unsafe situations.

The class should guess which trustworthy adult they can ask for help.



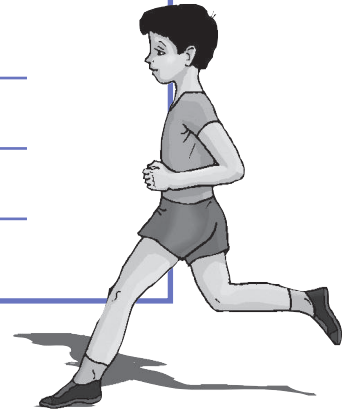
WORKSHEET 1

What will you do when you see a stranger approaching you?



I will _____

I will _____



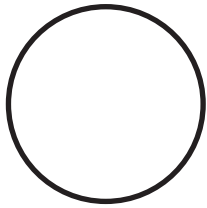
I will _____

WORKSHEET 2

Let us know more about you by filling in this identity card.

My Name is _____

I am _____ **years old**



I LIVE in

This is Me:



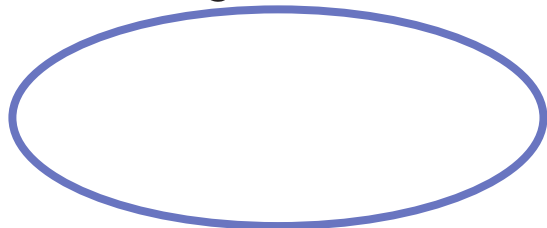
My Family



Signature



My Pet:



WORKSHEET 3

Colour the picture given below. Explain what it tells you about safety rule!

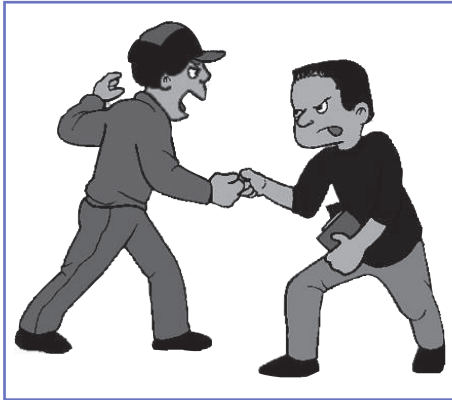
IT'S OKAY TO YELL, GO RUN AND TELL!



WORKSHEET 4

Put a tick (✓) for good touch and a cross (✗) for bad touch.

A



B



C



D



WORKSHEET 5

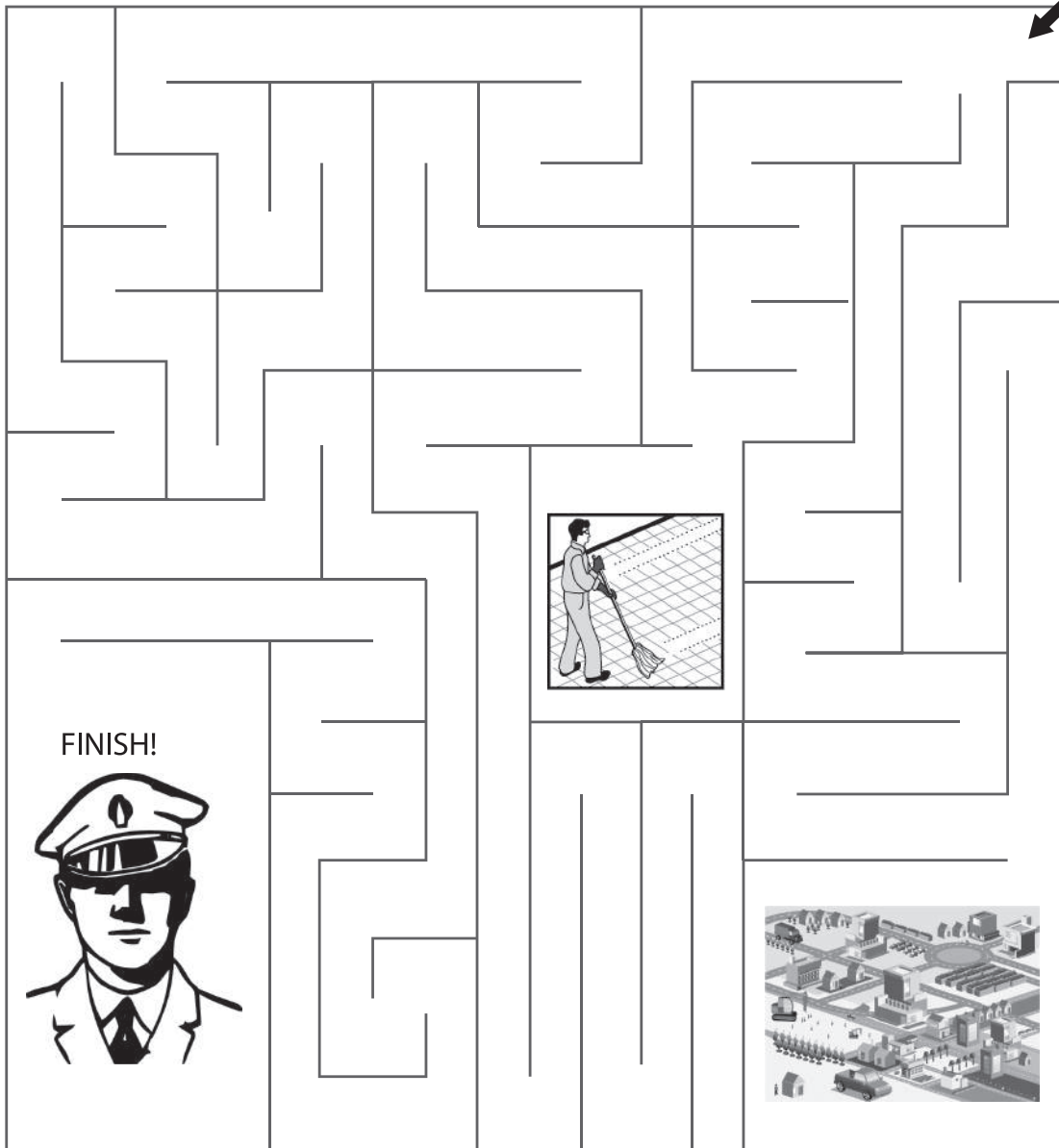
Help Ibrahim reach the police officer.



**STAY AWAY FROM DANGER...
DON'T TALK TO STRANGERS!**

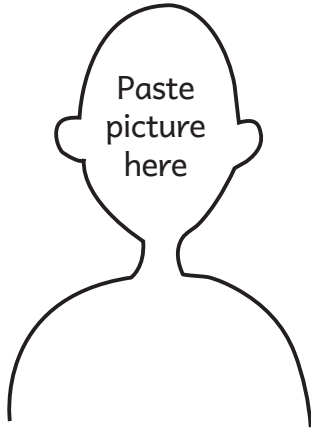


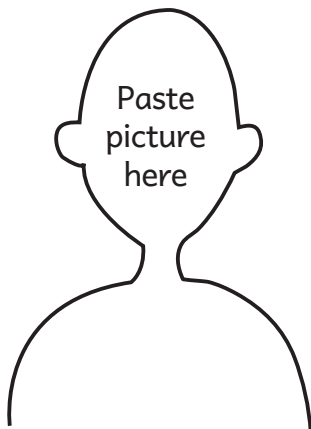
Start
Here

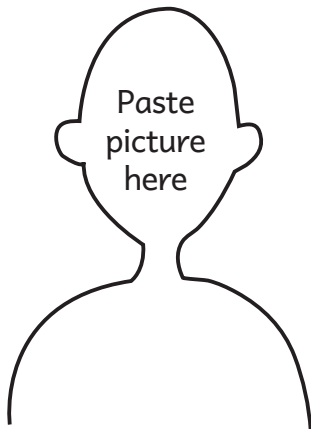


WORKSHEET 6

Write the name and paste a picture of the adults you can trust.







LINKS TO OTHER KEY LEARNING AREAS

- Health and well-being
- Personal safety
- Responsibility
- Exercising choice
- Moral values

Teacher's Reflection

Answer Key to Teacher's Guide

Worksheet 1

- A. Go to the police for help.
- B. Run away.
- C. Scream and shout.

Worksheet 3

It is ok to yell. Then go run and tell.

Worksheet 4

- | | |
|------|------|
| A. × | C. × |
| B. ✓ | D. ✓ |

Answer Key to Student Activity Book

Activity 5

The person is a stranger.

No, because I don't know who you are.



NOW I CAN

Identify personal body safety rules.

Identify strangers and how to protect myself.

Differentiate between safe and dangerous situations.

Differentiate between a girl and a boy.

Notes



A set of 16 horizontal lines for writing notes on a page with rounded corners and a dashed border.

INR 30



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