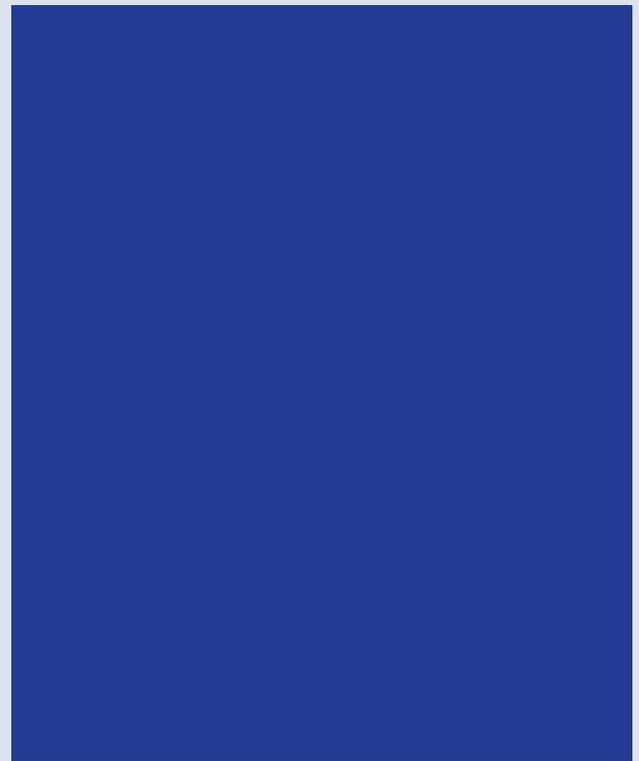


Health Teacher Guide

Primary Grade 3



Standards Based



Papua New Guinea
Department of Education

'FREE ISSUE

NOT FOR SALE'

Health Teacher Guide

Primary Grade 3

Standards Based



Papua New Guinea
Department of Education

Issued free to schools by the Department of Education

First Edition

Published in 2017 by the Department of Education, Papua New Guinea

© Copyright 2017, Department of Education, Papua New Guinea

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted by any form or by any means of electronic, mechanical, photocopying, recording or otherwise without the prior written permission of the publisher.

Graphic Design & Layout by Vitus Witnes Kanua

ISBN: 978-9980-86-575-5

Acknowledgements

This Health Teacher Guide for Grade 3 was written by the Curriculum Development Division of the Department of Education. The development of this book was coordinated by Elizabeth Moli with assistance from the Subject Curriculum Group (SCG) members.

Teachers, School Inspectors, community members, representatives from non-government organizations, Teachers College Lecturers and other stakeholders are acknowledged for their contributions to the development of this Teacher Guide.

The Subject Advisory Committee (SAC) and Basic Education Board of Studies (BEBOS) Committee members are also acknowledged for their recommendations and endorsement of this Teacher Guide.

Contents

Secretary's Message.....	iv
Introduction.....	1
Teaching and Learning.....	4
Planning and Programing.....	8
Guided Lessons.....	28
Assessment and Reporting.....	145
Resources.....	168
Glossary.....	169
References.....	172
Appendix.....	173

Secretary's Message

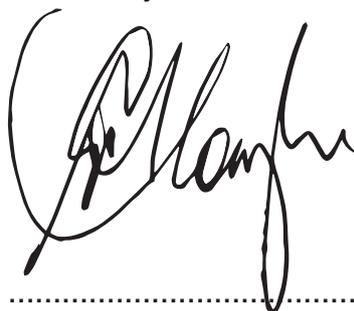
This Health Teacher Guide for Grade 3 was developed as a support document for the implementation of Health Syllabus for Grades 3, 4 & 5. The document provides guidelines for teachers on how to plan and program teaching and learning activities. It also contains sample guided lessons and assessments tasks with suggested teaching and learning strategies that teachers can use to work towards the achievement of content standards in the syllabus.

Health education develops students to positively influence their health behaviors and that of their families as well as the surroundings and learning environments that impact their health. Comprehensive health education that addresses the physical, mental, emotional, and social aspects of health that teaches students how to improve and sustain their health; prevent disease; reduce health-related risk behaviors; and develop health knowledge, attitudes, and skills that foster academic achievement.

The teaching of health equips students with the knowledge, skills and values they need to make informed decisions and choices to perform basic first aid procedures, basic nutrition knowledge, keeping personal hygiene, understand and accept the different growth changes (physical, emotional, social, spiritual, and mental) to be healthy, wealthy, wiser and smart individuals. Other stakeholders are encouraged to become important partners in the health of students and their communities.

Teachers are encouraged to read this teacher guide carefully to become familiar with the content so that they can be confident to try out new concepts and strategies and to teach the content well. They can also adjust to suit the needs of their students.

I commend and approve this Grade 3 Health Teacher Guide to be used in all Primary Schools throughout Papua New Guinea.



.....
DR. UKE W. KOMBRA, PhD
Secretary for Education

Introduction

The Health Education reflects the Government of Papua New Guinea's Vision 2050: "Smart, Wise, Fair, Healthy and Safe Society." This includes a range of learning experiences that enables students, as individuals and as members of society, to make informed decisions, modify behaviors, and change social conditions in ways that enhances health and increases health literacy. The health education standards define the essential skills and knowledge that all students should achieve as they progress from Grades 3 to 5.

The primary goal of health education is to improve academic achievement and health literacy for all students. This includes these four basic characteristics that are identified as essential to health-literate individuals as:

- Critical thinkers and problem solvers when confronted with health problems and issues
- Self-directed learners who have the competence to use basic health information and services in health-enhancing ways
- Effective communicators who organize and convey beliefs, ideas, and information about health issues
- Responsible and productive citizens who help ensure that their communities are kept healthy, safe, and secure.

Purpose

The teacher guide is purposely written to provide information and guidelines that can assist the teachers to interpret and translate the prescribed content in the Syllabus into teachable instructional programs. The guided lesson samples provided can be used by teachers to deliver the health content and to generate other creative teaching and learning activities. It also provides samples of assessment tasks for content standards. The knowledge, skills, attitudes and values provided in this guide will assist teachers to prepare teaching and learning activities that will promote personal health and hygiene, cleanliness, safe behaviour, basic health care and first aid, food hygiene and care and healthy choices of nutritional diet.

How to use the book

In order for you to understand and know how to use this guide effectively, you are encouraged to do the following:

- Read each section of the teacher guide thoroughly and carefully and take note of new changes or inclusions that may appear to be unfamiliar to you.
- Read the syllabus and become familiar with strands, units, content standards, performance standards and assessment tasks which are expanded in this teacher guide.
- Meet with other teachers, discuss and share ideas to better understand the content.
- Refer to the suggested lesson titles to help you to plan your lessons
- Use the teacher guide to do planning for the year's instructional programs.
- Conduct in-services on sections of the teacher guide to assist other teachers in your school.
- Share ideas and carry out awareness with other stakeholders on the content and expectations of teaching and learning Health as a subject at this grade and level.

There are five sample lessons done for each unit to help you teach. For the lessons that are not written, there are KSAVs and the lesson template provided. Use the template and the KSAVs to plan your lessons. Some teaching and learning activities are also provided to assist in your planning of the lessons.

Key features

Being healthy is being free from sickness and diseases. The health content for grade three draws upon the broad concepts of healthy growth, healthy individual, healthy home, healthy community, healthy district, healthy province and healthy nation. The teaching and learning also builds upon the broad contents and concepts of Individual and Community Health which is a strand in the Culture and Community subject at elementary level.

Health subject strands and units

This table shows the strands and units of the subject. Each strand has a number of Units. The strands and the units are the same for Grades 3, 4 and 5. The content standards are written according to each unit for each strand.

Strand	Units	Emphasis of this unit
Growth and Development	<ul style="list-style-type: none"> • My Body • Relationship • Culture, Values and Morals • My Career Interest 	The emphasis of this unit allows learners to explore their self-identity, embrace the physical, social, emotional and mental aspects of personal health and how these are influenced by biological factors and individual health choices. They learn to appreciate the relations and cultures they have while at the same time develop a high self-esteem during the time when they are undergoing changes. They also become aware of how several factors affecting their growth and their personal interests that helps them build a certain interest in a particular job or work for the future.
Individual and Community Health	<ul style="list-style-type: none"> • Alcohol and Substance Abuse • Protection from Disease • Healthy environment • Health services 	This unit enables students to be able to identify things around their environment that can harm them and affect their health. They learn about other harmful substances like drugs and alcohol which can become harmful when abused. They look at the roles of the family and community health services; their relationships and observe bad and healthy practices at homes. The unit embraces aspects of the social and physical environment that influence the health of individuals and communities and nurtures the skills that enable students to take action to promote healthier social and physical environments and also look after health services.
Nutrition	<ul style="list-style-type: none"> • Food and Growth • Food and Hygiene 	Healthy diet or good eating habits are also an essential part of good health. In this unit the children can be able to know the value of local foods and those obtained from the stores. The children can also be able to prepare food using various styles of cooking and practice serving balance meals to make food safe to eat. They learn about healthy food and also diseases caused by eating unhealthy food.
Safety and First Aid	<ul style="list-style-type: none"> • Safety • First Aid 	Prevention is better than cure. The students learn to take Precautions to prevent accidents and injury in a variety of situations. The students will be able learn safety rules for the use of roads and vehicles. The children will be guided to develop good safety habits to follow the rules that are in place. The students will be guided to understand and demonstrate simple and basic first aid such as care of sores and scratches, head ache, stomach ache swelling and where to get help from the services that are provided in the community. They will also learn that some of the rules are common sense that needs them to be critical, analytical and require good decision making skills.

Teaching and learning

Teaching strategies

Students learn in different ways. Teachers are encouraged to use a variety of teaching strategies to teach Health lessons to guide and help students learn effectively.

Guided discovery approach

The guided discovery approach to teaching is used when students are expected to come up with solutions to a given problem. This approach gives the students an opportunity to find out for themselves different solutions to solving problems.

Students discover different ways of solving problems. For example, if the topic is “First Aid treatment for bleeding nose,” the students can develop a few questions that will assist them in exploring the topic, or, the teacher can develop a standard set of questions that will guide the students to explore the topic. This approach is the easiest and suitable for a large class or if you are trying it for the first time.

When students are involved in developing the research questions, either as individuals or as a class, they should focus learning on areas that are relevant to their needs and interests.

The teacher acts as a facilitator and helps students to find the information they need to answer their questions. Students could locate the information by:

- interviewing community members,
- working in small group activities,
- finding relevant information in books and newspapers, and
- going on an excursion

Problem solving

Problem solving encourages students to investigate an area of interest and establish strategies and actions to solve or minimize the problem. This strategy is used to teach lessons when a problem has many ways to solve and that there is no one right answer. It helps students to develop critical and analytical thinking skills and to apply decision-making and problem-solving skills in real life situations.

How to use problem solving

1. Identify problems for discussion.
2. Discuss ways to solve the problem.
3. Consider the consequences of applying a particular strategy in trying to solve the problem.
4. Consult experts and other resource personnel for assistance.
5. Decide and apply corrective measures to correct the problem and take actions for planning and implementation.

For example; your lesson aims to teach students about the negative impacts peers can have on individual health. The task for the students is to identify ways to deal with negative peer pressure.

Organize the class into groups and ask students to identify solutions to cope with peer pressure. Groups go into discussions and find their solutions. The teacher walks around and gives students guidance, answering questions and encouraging students to explore further if they have yet to find a solution.

The groups are then asked to share their solutions to the class. The classes discuss the solutions from each group and appreciate each other's suggested solutions. This approach helps students to learn that there is no right or wrong answer and that there can be more than one solution for a problem

Anecdotes, fables, proverbs, mottos, quotes or famous sayings

This teaching approach uses stories or narrations, records of events and situations or pictures of topics or lessons that are to be taught. The use of fables, proverbs, mottos, quotes or famous sayings in teaching and learning are suitable to use in teaching about certain desired characters, attitudes and values that students can mimic, copy and adapt to be good students. The use of this approach in teaching can also be used to enhance decision making lessons and analytical and critical thinking activities.

For example; the idiomatic expression; “The early bird catches the worm” teaches about punctuality and the benefits of punctuality. Another fable; “Loners are easy prey” teaches about safety. It teaches that it can be dangerous to be alone as no one can be a witness to any bad things or harm that other people may cause you. People who may have bad intentions to hurt us can take advantage of the situation and hurt us because they can easily get away with it.

An anecdote like that in Ephesians 6: 1-3 teaches about children's obedience and respect for their parents and as a result, each student will be a good child in the family and a good citizen later in life. Other lessons that can be useful in the child's growth can be learnt from this text.

Games

The use of games in teaching concepts is a fun and enjoyable way of encouraging students to learn. The games serve as motivation during learning for student. The games could include crosswords, word and problem solving games, guessing and riddles to cater for students with different learning abilities. When using this approach, the games must be designed in an inclusive manner so no-one child is left out from participating.

Cooperative learning

Cooperative learning refers to a specific instructional task in which teachers have students work together toward a common goal. Teachers ask students to do more than group work; students are actively working with their peers around the content in a meaningful way.

To implement cooperative learning effectively, teachers include five basic elements:

- 1. Positive interdependence**
students must understand and accept the fact that they need their group members and they can depend on them for the group to progress,
- 2. Individual accountability**
that each student is responsible for both the failure and the success of achieving the goal,
- 3. Promoting one another's successes**
embracing each other and finding joy in each other's success but at the same time acknowledging their shortfalls and failures encountered along the way to success.
- 4. Applying interpersonal and social skills**
understanding, being considerate and relating to one another in an acceptable manner.
- 5. Group processing**
the group discusses progress toward achieving a goal. When implementing cooperative learning, teachers should have an element that requires collective accountability as well as individual accountability to ensure that everyone participates in the learning task. In order for this to have an impact on student learning, student's need to collaboratively process how they work together and monitor their progress toward their goal.

(Spource: Steps to Respect; Johnson and Johnson, 2004)

Inquiry learning

The inquiry learning approach promotes discovery learning. It is a research-based learning strategy that actively involves students in the exploration of the content, issues, and questions surrounding a topic or concept. The activities and assignments in a classroom can be designed such that students work individually or together to solve problems involving both in-class work and fieldwork. While the strategy is meant to be highly student-focused, the extent of teacher-directed vs. student-directed learning can vary depending on the level of the students' ability in your class and their understanding of the inquiry process.

Inquiry learning approach not only increases student motivation, but also provides a means to actively involve students in the learning process. With the trend to move away from teacher-centered instruction to a more student-centered approach, inquiry learning approach gives you the opportunity to help students learn the content and course concepts by having them explore a question to find solutions and answers themselves. Thus, giving students more opportunity to reflect on their own learning, gain a deeper understanding of the subject concepts in an integrated fashion, and become better critical thinkers.

In inquiry learning, a research question that is based on the perceived knowledge, skills, and abilities of the students with respect to the inquiry process can be given to students. But teacher has to be precise about what objectives they have to achieve in the activity.

Choosing tasks

This learning strategy requires the teacher to prepare task sheets with a range of activities sequenced from easiest or simplest to difficult or advanced. Students choose a task and attempt those that they would like to try; usually they must start with the easiest. This allows students to progress at their own pace and allows students to achieve their task or goal according to their own ability. Tasks can be designed for all including students with special needs.

Planning and Programming

Planning and programming is organizing the content from the syllabus into a teachable plan for delivery in the classroom using the different approaches of delivery. There are several areas to consider when planning and programming an instructional program for the school year. It is important for teachers to follow the order as listed. The following are areas of the components of planning and programming your Health course for Grade 3:

- Content overview
- Yearly overview
- Termly overview
- Weekly overview

3.1 Content overview

This section presents to the teachers an overview of the content scope of learning for Grade 3 given in the Health Syllabus. The broad learning content and concepts form the strands. From the strands the units and teachable concepts are drawn from the units. These are tabled for teachers' convenience. Here is the scope of learning for Grade 3.

Table 1.0 - Grade 3 Content overview

Strands	Units	Teachable concepts
1. Growth and Development	1. My Body	<ul style="list-style-type: none"> • Physical changes • Similarities and differences in physical appearances • Difference between opposite sex. • Individual personal traits
	2. Relationship	<ul style="list-style-type: none"> • Positive emotions • Personal characteristics • Being polite and courteous to others • Helping others in a positive manner
	3. Culture, Morals and Values	<ul style="list-style-type: none"> • Personal details • Family value and moral • Health values and morals • Differences in values and morals
	4. My Career Interest	<ul style="list-style-type: none"> • Daily tasks performed by family members • Learning about jobs and tasks at school to promote health care • Different roles and responsibilities related to future jobs • Picture of different jobs and tasks in the family

2. Individual and Community Health	1. Alcohol and Substance Abuse	<ul style="list-style-type: none"> • Chewing betelnut and other drugs affect health • Bad habits • No Tobacco Day • No Betel nut Day • Smoking tobacco causes ill health • Effects of smoking
	2. Protection Against Disease	<ul style="list-style-type: none"> • Clean Body – hands, fingers and toes nails. • Importance of hand washing with soap • Keeping clean clothes, bedding and towels • Different types of teeth • Oral health and maintain healthy teeth.
	3. Healthy Environment	<ul style="list-style-type: none"> • Information on safe and Unsafe places • Ways to keep home neat and clean • Fresh air and light is healthy • Sleep and rest are important
	4. Health Services	<ul style="list-style-type: none"> • Health products used at home • Uses of various health products at home • Local herbs used as medicine for health • Health services provided
3. Nutrition	1. Food and Growth	<ul style="list-style-type: none"> • Importance of eating healthy foods • Importance of regular meals • Meal requirement and balance meals • Quality food in relation to good health • Places where food is obtained
	2. Food and Hygiene	<ul style="list-style-type: none"> • Food hygiene • Kitchen hygiene • Food preparation • Food storage • Cleaning and storage of eating utensils • Nutritional meals
4. Safety and First Aid	1. Safety	<ul style="list-style-type: none"> • Characteristics of safe and unsafe places • Emergency situations • Meaning of basic safety signs • Practice basic simple first aid • Ability to support those with chronic disease
	2. First Aid	<ul style="list-style-type: none"> • Protection in emergency situation • Practice emergency drills for fire, earthquake/volcano

The Health Education Teachers Guide is organized into strands and further divided and elaborated in units as out lined in the table below across all grades in the Primary Level – Grades 3 – 5.

Links with other junior primary grade levels

	Grade 3	Grade 4	Grade 5
Strands	Units		
1. Growth & Development	1. My Body 2. Relationship 3. Culture, Values and Morals 4. My Career Interest	1. My Body 2. Relationship 3. Culture, Values and Morals 4. My Career Interest	1. My Body 2. Relationship 3. Culture, Values and Morals 4. My Career Interest
2. Individual and Community Health	1. Alcohol and Substance Abuse 2. Protection from Disease 3. Healthy environment 4. Health services	1. Alcohol and Substance Abuse 2. Protection from Disease 3. Healthy environment 4. Health services	1. Alcohol and Substance Abuse 2. Protection from Disease 3. Healthy environment 4. Health services
3. Nutrition	1. Food and Growth 2. Food and Hygiene	1. Food and Growth 2. Food and Hygiene	1. Food and Growth 2. Food and Hygiene
4. Safety and First Aid	1. Safety First Aid	1. Safety First Aid	1. Safety First Aid

3.2 Yearly overview

When planning an instructional program we begin with the yearly plan. The yearly plan is organized by terms in a school year. The main or key information that form the content of the plan are provided in the syllabus. These are the strands, units, content standards and performance standards. We have compiled a sample yearly plan for Grade 3 class. The syllabus is translated into a delivery plan for use in the classrooms for the school year. The plan promotes sequencing of the learning content so there is fair distribution of content standards throughout the school year. The yearly overview is a long term plan, whilst the term overview is a medium term plan and weekly and daily plans are short term.

Teachers have to ensure that the following are done when implementing the yearly overview. These are:

- read and understand the content overview and content expansion sections of the Syllabus
- note the number of strands, units and topics
- check the education calendar to confirm teaching weeks and events (8 weeks a term)
- organize the strands and units according to the 34 week calendar in a school year
- check to see that the units are fairly distributed throughout the year
- organize the year plan by subject content
- organize the seven subjects in a teaching timetable.

Develop yearly overview

It is a requirement that a yearly overview should be done in the beginning of the school year during the orientation week. The yearly plan should be done by grades so that all classes of the same grade use the same plan to write up their instructional programs for the year. This will allow for consistency in the lessons delivered and resources used can also be of standard across the class or grades.

Health proposed yearly overview for Grade 3

For Grade 3 teachers, a sample of a yearly plan of organizing the learning content has been done for you to use. The sample is given only to guide you. However if you want to draw up your own yearly plan, you are encouraged to do so.

Term 1-4 Yearly Overview Grade 3

Term 1					
Weeks	Strand	Unit	Content Standard	Performance Standard	Teachable Concepts
1	Planning and preparation - Orientation				
2	1. Growth and Development	1. My Body	3.1.1 Identify physical changes and body features that are associated with growth and development	3.1.1a Identify physical changes in weight and height and compare their similarities and differences	Physical changes
3	1. Growth and Development	1. My Body	3.1.1 Identify physical changes and body features that are associated with growth and development	3.1.1b Examine physical characteristics that are shared by self and family	Similarities and differences in physical appearances
				3.1.1c Explain differences in physical characteristics between themselves and the opposite sex	Difference between opposite sex.
4	1. Growth and Development	1. My Body	3.1.1 Identify physical changes and body features that are associated with growth and development	3.1.1d Identify differences in certain traits and behaviors of boys and girls.	Individual personal traits
5	1. Growth and Development	2. Relationship	3.1.2 Suggest and demonstrate actions, behaviours, and attitudes that support positive interactions with various groups.	3.1.2a List and identify a variety of emotions that promotes positive attitudes in different situations.	Positive emotions
				3.1.2b Describe characteristics of family and others that make each individual unique.	Personal characteristics
6	1. Growth and Development	2. Relationship	3.1.2 Suggest and demonstrate actions, behaviours, and attitudes that support positive interactions with various groups.	3.1.2c Describe and practice situations when it is appropriate to use "Please," "Thank you," "Excuse me," and "I'm sorry." Note: mannerism!	Being polite and courteous to others
				3.1.2d Discuss why you feel good and respond positively to "help" other people who need your help.	Helping others in a positive manner

Term one			Term one		Term one
Weeks	Strand	Unit	Content Standard	Performance Standard	Teachable Concepts
7	1. Growth and Development	3. Culture, Values and Morals	3.1.3 Demonstrate an understanding of the individual identity and to promote positive values and morals in their interaction with others.	3.1.3a Identify personal details such as name, place of birth, parents' name, name of their villages.	Personal details
				3.1.3b Identify and describe a value/moral in the family	Family value and moral
8	1. Growth and Development	3. Culture, Values and Morals	3.1.3 Demonstrate an understanding of the individual identity and to promote positive values and morals in their interaction with others.	3.1.3c Discuss and give example of values and morals.	Health values and morals
				3.1.3d Identify the difference between values and morals	Differences in value and moral
9	1. Growth and Development	4. My Career Interests	3.1.4 Explore and identify some common jobs of family members and other people in Community	3.1.4a Discuss and understand daily tasks that each family member does as part of the role and responsibility to care for their family members.	Daily tasks performed by family members
				3.1.4b Explore the different roles and responsibilities they perform in different situations which are closely related to a job that they would like to do later in life	Pictures of different jobs and tasks in the family
10	Term assessment week				

Term 2					
Weeks	Strand	Unit	Content Standard	Performance Standard	Teachable Concepts
1	Term 1 revision		Term 1 revision		Term 1 revision
2	1. Growth and Development	4. My career Interests	3.1.4 Explore and identify some common jobs of family members and other people in community	3.1.4c Collect pictorial representations of people with different jobs and tasks in the family and community and describe what they do.	Different roles and responsibilities related future to jobs
				3.1.4d Know and understand that going to school can help them learn about jobs and tasks that promote health care of family and community	Learning about jobs and tasks at school to promote health care.
3	2. Individual and Community Health	1. Alcohol and substance abuse	3.2.1 Identify these harmful substances such as drugs and alcohol and discuss how to avoid them.	3.2.1a Describe how chewing betel nut and other drugs affect health.	Chewing betelnut and other drugs affect health Bad habits No Tobacco Day No Betel nut Day
				3.2.1b Describe how smoking tobacco at home can cause ill health to both the smoker and non-smoker	Smoking Tobacco causes ill health
4		1. Alcohol and substance abuse	3.2.1 Identify these harmful substances such as drugs and alcohol and discuss how to avoid them.	3.2.1c Explain and discuss other effects of smoking such as odors, fire, litter	Effects of smoking
				3.2.1d Role-play how to say 'no' to bad habits such as smoking, chewing betelnut, spitting.	Other effects of smoking
5	2. Individual and Community Health	2. Protection against disease	3.2.2 Justify and demonstrate a range of everyday health habits that help protect and promote personal health	3.2.2a Explain why it is important to keep hands, fingernails and their body clean	Clean Body – hands, fingers, and toes nails.
				3.2.2b Discuss when to wash hands such as before eating, before preparing food and after using the toilet.	Importance of hand washing with soap

Term 2					
Weeks	Strand	Unit	Content Standard	Performance Standard	Teachable Concepts
6	2. Individual and Community Health	2. Protection against disease	3.2.2 Justify and demonstrate a range of everyday health habits that help protect and promote personal	3.2.2c Explain the need to keep clothes, beddings and towels clean.	Keeping clean clothes, bedding and towels
7				3.2.2e Describe how to care for and maintain healthy teeth	Different types of my teeth Oral health and maintain healthy teeth
8	2. Individual and Community Health	3. Healthy Environment	3.2.3 Discuss the need to care for their homes and demonstrate actions to keep them healthy.	3.2.3a Gather and present information to show unsafe or unhealthy places in their homes or surroundings and propose ways of improving them	Information on unsafe and safe places
9				3.2.3b Describe how fresh air and light contribute to making the home healthy	Fresh air and light make home healthy
				3.2.3c Explain why sleep and rest are important for proper growth and good health	Sleep and rest are important
10	Term assessment week				

Term 3					
Weeks	Strand	Unit	Content Standard	Performance Standard	Teachable Concepts
1	Term 2 revision		Term 2 revision		Term 2 revision
2	2. Individual and Community Health	4. Health Services	3.2.4 Explain how health products and people in the community help to promote health in the home.	3.2.4a Identify health products used at home and make a display of empty health product containers, labels and packages	Health products used at home
3				3.2.4b Discuss the uses of various health products used at home	Uses of various health products at home
4				3.2.4c Describe some local leaves, roots and fruits used as medicine to assist in personal cleanliness and health	Local herbs used as medicine for health
5				3.2.4d Describe the roles of health workers and community members who promote health at home	Roles of health workers
6				3. Nutrition	1. Food and Growth
7	3.3.1b Explain the importance of regular meals and discuss daily meal requirements for family members such as pregnant mothers, babies and older people	Importance of regular meals			
7	3.3.1c Analyze their daily meals and discuss why quality food is more important than quantity in relation to good health and growth.	Quality food is more important than quantity of food.			

Term 3					
Weeks	Strand	Unit	Content Standard	Performance Standard	Teachable Concepts
8	3. Nutrition	1. Food and Growth	3.3.1 Understand the value of foods and know how to prepare a healthy diet and demonstrate good eating habits.	3.3.1d Brainstorm and list places such as the garden, store, markets and bushes where healthy foods can be obtained and group them into appropriate groups	Places where to obtain food. Group food into appropriate food groups
10	Term assessment week				
Term 4					
Weeks	Strand	Unit	Content Standard	Performance Standard	Teachable Concepts
1	Term 3 revision		Term 3 revision		Term 3 revision
2	3. Nutrition	2. Food and Hygiene	3.3.2 Identify and explore opportunities for handling and preparing of food in a more healthy way.	3.3.2a Demonstrate hygienic ways to prepare healthy food and suggest ways they can do this at home	Food hygiene
3				3.3.2d Plan a nutritional meal	Nutritional meal
				3.3.2b Describe how to prepare and store food in safe places away from insects	Safe food storage
4	4. Safety and First Aid	1. Safety	3.4.1 Identify potentially hazardous situations and demonstrate actions to respond to unsafe and emergency situations.	3.4.1a Describe characteristics of safe and unsafe places.	Characteristics of safe and unsafe places
				3.4.1c Discuss the meaning of basic safety-related signs, symbols, and warning labels	Meaning of safety signs
				3.4.1b Identify emergency situations e.g. Injuries, abductions, fire, flood, volcanoes, tsunamis, earthquake.	Emergency of Natural Disaster
5					

Term four			Term four		Term four
Weeks	Strand	Unit	Content Standard	Performance Standard	Teachable Concepts
6	4. Safety and First Aid	2. First Aid	3.4.2 Demonstrate ways to deal with unsafe and emergency situations in the home.	3.4.2a Understand and practice simple and basic first aid such as care of sores and scratches, headache, stomach aches, swelling and where to go for help.	Practice simple basic first aid
				3.4.2b Demonstrate the ability to support other students who have chronic diseases and conditions; asthma, allergies, diabetes, epilepsy.	Support others with chronic disease conditions
7			3.4.2 Demonstrate ways to deal with unsafe and emergency situations in the home.	3.4.2c Plan and role play ways to protect themselves in emergency or dangerous situations	Self-protection in emergency and dangerous situations
				3.4.2d Practice emergency, fire, and safety plans at home and at school.	Practice emergency plans or drills
8	Term assessment week				

3.3 Termly overview

A termly overview is a plan of an instructional program for teaching and gives the teacher specific outline of the units, content standards and performance standards for teaching which the teacher follows in a term. The term overview is a medium term plan. This guides the teacher to organize the teaching program for the number of weeks in each term. To compile a term overview, teachers need to organize the plan using the;

- Strand
- Units
- Content Standards and
- Performance Standards

The termly overview for the school year is important for all Grade 3 teachers as these sample is giving the view that all teachers for Grade 3 are teaching according to the content organized in this plans across all primary schools throughout the country. This practice is a strategy to maintain standards in:

- implementing the content from the Junior Primary Health Syllabus for Grade 3
- teacher-student preparation is regarded as high priority
- content and performance standards are consistent across the classrooms
- maintaining learning environment that is conducive to teaching Health lessons.

Table 1.1 - Term 1-4 Lesson Overview Grade 3

Term 1				
Strand	Unit	Topic	Lesson No.	Lesson Titles
1. Growth and Development	1. My Body	Physical changes	1	Physical changes in weight and height
			2	Let's record and compare the similarities and differences in our weights and heights
		Similarities/ Differences in physical appearance	3	Similarities and differences in physical appearances and in emotions
			4	Intellectual, social and cultural similarities and differences
		Differences between opposite sex	5	Pictorial differences in characteristics between boys and girls
			6	What makes me special and unique?
		Individual personal traits	7	Differences and similarities of traits and behaviors in boys and girls
			8	Appropriate mannerism and behaviour for boys and girls in social activities
	2. Relationship	Positive emotions	9	How we react and feel in different situations that promote positive attitudes
			10	Effective communication on how to overcome negative emotions
		Personal characteristics	11	Characteristics that make them similar to other family members
			12	Characteristics that make them different and unique
		Being polite and courteous to others Helping others in a positive manner	13	Situations that demonstrate politeness when requesting for something
			14	Situations that demonstrate politeness when refusing or being unhappy
			15	Responding positively to help others in need
			16	Role models who love to help

Term 1				
Strand	Unit	Topic	Lesson No.	Lesson Titles
1. Growth and Development	3. Culture , Values and Morals	Personal details	17	Individual identity details that are important for health records
			18	Reasons for having individual health records and history
			19	Let's keep our hands, toes and finger nails clean.
		Cultural Influences	20	Cultural influences on healthy living
			21	Current practices that influence health values and morals
		Health values and morals	22	The importance of daily healthy habits Why cleanliness is important to my family
			23	Health practices that keep me healthy
			24	Role models of good health values

Term 2						
Strand	Unit	Topic	Lesson No.	Lesson Titles		
1. Growth and Development	4. My career Interest	Daily tasks performed by family members	25	Daily Roles and Responsibilities of family members		
			26	How family members care for each other		
		Different roles and responsibilities related to future jobs	27	Roles and responsibilities performed in different situations		
			28	My favorite community health activity		
		Different career jobs	29	Jobs in my family and community		
			30	Let's find out about jobs people do to care for the environment		
		Daily roles	31	Why go to school every day?		
			32	Jobs that promote health and care for the community		
		2. Individual and Community Health	1. Alcohol and Substance Abuse	Chewing betelnut and other drugs that affect health	33	Effects of Chewing betelnut
					34	Effects of smoking marijuana
35	Effects of drinking alcohol					
Smoking tobacco causes ill health	36			Effects of smoking tobacco		
	37			Smoking can cause diseases		
	38			Life skill: Advocacy skills Littering with smoke buds is a bad habit		
Bad habits No Betelnut chewing	39			Life skills: Plan Ways to overcome bad habits		
	40			Commemorate "World No Tobacco Day,		
	41		World No Betelnut chewing day			
2. Protection against Diseases	Clean body – hands, finger and toe nails		42	Let's keep our hands, toes and finger nails clean		
			43	Life skill: setting plans on grooming and cleanliness.		
	Importance of Hand washing with soap		44	How and when to wash hands		
			45	Steps of washing hands		
			46	Life skill: Practice hand washing with soap: Commemorate Global Hand washing Day		
			47	Life skill: Personal plans on how to manage cleanliness.		
	Different types of teeth, oral health and maintain health		48	My mouth, gum and teeth		
		49	Uses of the different teeth			
50		Life skill: How to look after my mouth, teeth and gum				

Term 3				
Strand	Unit	Topic	Lesson No,	Lesson Titles
2. Individual and Community Health	3. Healthy Environment	Information on unsafe and unhealthy places	51	Recommend ways to keep home, school, and community clean and safe
			52	Keeping toilet facilities clean
			53	Life skill: Plan for every household to access proper waste disposal and sanitation facilities
		Ways to keep home neat and clean	54	Fresh air and light facilities in a healthy home
			55	Life skill - My dream home with proper facilities to give comfort
		Clean homes, clothes, beddings, and towels	56	A clean home
			57	Keeping our clothes, beddings and towels clean
			58	Life skill: Decision making to avoid others from using your towel
		Sleep and rest are important	59	Why my body needs to grow up healthy
	60		Life skill: Effective communication - discuss avoid restless sleep./ Enough sleep and rest	
	4. Health Services	Health products used at home	61	Labels and packages of home care products
			62	Explore the basic essential home health products
		Uses of various health products	63	Uses of home health care products
			64	Life skill: To use soap and water after toilet.
		Local Herbs used as medicine for health	65	Uses of local herbs
			66	Life skill: Apply appropriate herbs as medicine for illness.
		Roles of health workers	67	Roles of Health Workers
			68	People who promote health
			69	Life skill: Awareness to community to look after health workers.

Term 3				
Strand	Unit	Topic	Lesson No,	Lesson Titles
3. Nutrition	1. Food and growth	Importance of eating healthy foods	70	Importance of eating healthy foods
			71	Life Skill: Benefits of eating healthy foods
		Importance of regular meals and food nutrients	72	Daily Meal and food nutrients
			73	Planning a regular meal
		Quality of food is important than quantity of food	74	Life skills: Making informed choices on food in a meal
			75	Nutritional requirement in a meal
			76	Planning a balanced meal
		Problems related to eating	77	Health Problems when having too much food
			78	Life skill: Making informed choices in choosing food
		Places where food is obtained	79	Let's identify the sources of food.
		Divide food into appropriate groups	80	Divide food into food groups

Term 4				
Strand	Unit	Topic	Lesson No,	Lesson Titles
3. Nutrition	2. Food and Hygiene	Food and Kitchen hygiene	81	Kitchen hygiene
		Food preparation	82	Basic cooking methods
			83	Food preparation before cooking
		Food storage	84	Basic food storage
		Cleaning and storage of eating utensils	85	Ways of cleaning and storing eating utensils
		Nutritional meals	86	Food from the four food groups
			87	Planning a nutritious meal.
4. Safety and first aid	1. Safety	Characteristics of safe and unsafe place	88	Characteristics of safe and unsafe places Life skills, Negotiation skills decide on unsafe places.
		Emergency situations	89	Situations that can put lives at risk
			90	Common injuries and scratches
			91	Fire safety procedures at home
			92	Natural disasters (Cyclone)
			93	Snake bite and bee sting
		Basic safety signs and symbols	94	Meanings of safety signs
	95		Warning labels	
	2. First Aid	Practice simple basic first aid	96	Demonstrate first aid care for common injuries and sores
			97	Basic first aid care for headaches
			98	First aid for food poisoning
		Ability to support those with chronic diseases.	99	Care and support those with chronic diseases and conditions like asthma, and diabetes
			100	Feeling unconsciousness at school
		Protection in emergency situation	101	Use safety gears for protection in dangerous situations.
			102	Use life jacket's on water
		Practice emergency	101	Use floaters for emergency at sea
103			Use car seat belts to avoid accident	
104	Use fire safety gears in fire situations			
105	Practice earthquake drill			
		106	Practice fire drills	

Weekly plan

A weekly plan is a plan of an instructional program for teaching. It gives the teacher specific outline of the units, content standards and performance standards for the teacher to organize the teaching program for the number of weeks in each term.

To compile a plan for a week's program teachers will need to organize the plan using the;

- Units
- Content standards
- Performance Indicators
- Lesson Topics

Teacher should use the term overview to see the order of units organized, and then use this order to plan the weekly program plan. The weekly plan is implemented through a timetable that is planned for the subjects in at primary level.

Timetable sample

It is important to be mindful of how much time there is to deliver the content of the subject in a week and throughout the school year.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.00 - 8.15	Assembly	Assembly	Assembly	Assembly	Assembly
8.15 - 8.30	Listening	Oral Express	Listening	Block time	Listening
8.30 - 8.45	Spelling	Spelling	Oral Expression		Talking
8.45 - 9.00	Talking	Talking	Talking	Hand writing	Block time
9.00 - 9.30	Wr. Sentences	Wr. Sentences	Wr. Sentences	Wr. Sentences	Wr. Sentences
9.30 - 10.00	Reading	Reading	Reading	Reading	Reading
10.00-10.30	Recess			Recess	
10.30 - 11.00	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
11.00 - 11.30	Science	Science	Science	Science	Wr Expression
11.30 - 12.00	S/Science	S/ Science	S/Science	Science	S/Science
12.00 - 1.00	Lunch		Lunch		Lunch
1.00 - 1.30	Mathematics	Health	Mathematics	S/Science	Mathematics
1.30 - 2.00	Health	PE	Health	Arts	Arts
2.00 - 2.30	Arts	Block time	Christian Religious Education	PE	Sports
2.30 - 3.00	PE	Arts			

Time Analysis

Subjects	Minutes Per Lesson	Recom. Time
Listening	3 x 15	45
Talking	4 x 15	60
Oral expression	2 x 15	30
Reading	5 x 30	150
Written Sentences	5 x 30	150
Hand writing	1 x 15	15
Spelling	2 x 15	30
Written Expression	1 x 30	30
Mathematics	8 x 30	240
Science	3 x 30 + 1 x 60	150
S/Science	5 x 30	150
Health	3 x 30	90
Arts	3 x 30 + 1 x 45	135
Physical Education	2 x 30 + 1 x 60	120
Sports	1 x 60	60
R/Education	1 x 60	60
Assembly	5 x 15	75
Block Time	4 x 15	60
		1650

Subject time allocations

The following is a listing of the sample subjects time allocations:

1. English 510 minutes
2. Mathematics 240 minutes
3. Science 165 minutes
4. Social Science 150 minutes
5. Arts 135 minutes
6. Health 90 minutes
7. Physical Education 120 minutes
8. CRE 60 minutes
9. Assembly 75 minutes
10. Block time 60 minutes
11. Sports 60 minutes

These basically give a total time of 1650 minutes per week to deliver the 7 subjects in primary classrooms, Grades 3 - 5. The subject total times given are sample lessons breakup for the teacher to use per week as reference. The teachers are encouraged to work on their own to suit their teaching and learning needs.

Guided Lessons

Suggested Guided Lesson

Sample Guided Lesson 1

Lesson 1

Strand 1: Growth and Development

Unit 1: My Body

Topic: Physical changes

Lesson Title: Physical changes in weight and height

Content Standard: 3.1.1 Identify physical changes and body features that are associated with growth and development

Performance Standard: 3.1.1a identifies physical changes in weight and height and compare their similarities and differences

Lesson Objectives: The students can identify and describe Physical changes in weight and height.

Resources/Materials: Equipment – tape measure, scale

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Changes in weights /heights • Difference in weights/ Heights 	<ul style="list-style-type: none"> • Identifying physical changes • Describing physical changes • Differentiating weight and height • Observation of weight and height 	<ul style="list-style-type: none"> • High Self esteem • Confidence • Consideration • Appreciation of their heights and weights

Teacher's Notes

Physical changes: As children grow up, there are physical changes taking place. Their weight and height increase. To show evidence of this growth use the measuring materials such as the ruler, tape measure to show their heights. A height chart with measurements can be put up on the wall for all students to stand against to measure their heights.

To find out about their weights use a weighing scale. To see how tall and short students are use height chart with the ruler.

Teaching and learning activities

Parts of a Lesson	Teacher's activities	Student's activities
Introduction	<ul style="list-style-type: none"> Ask the students to pair up with a friend. Then see their physical differences in height. Ask again to lift their friend and feel how heavy or light they are. 	<ul style="list-style-type: none"> Pair up (stand shoulder against shoulder) with a friend and see the differences in height. Next take turns to lift each other and feel how heavy or light they are.
Body	<p>1: Record height</p> <ul style="list-style-type: none"> Paste on wall the Height chart. Ask students to Record all the students' height in groups. <p>2: Record Weight</p> <ul style="list-style-type: none"> Write on Board categories Light, Heavy and Very Heavy <p>3: Compare their recording</p> <ul style="list-style-type: none"> Ask them to tick depending on their records. 	<ul style="list-style-type: none"> Get into groups. Stand against the wall chart and record your Height Lift your friend, feel and tick the category of how heavy your friend is. Order their recordings and see their weight and height The students to compare the heaviest and the lightest or the shortest and tallest student.
Conclusion	<ul style="list-style-type: none"> Tell them that's how far you have grown from birth till now. Use the data and see who is the heaviest or tallest 	<ul style="list-style-type: none"> Compare the data and see who is the heaviest or lightest t and tallest and shortest student.

Teacher's reflection/evaluation

.....

.....

.....

.....

.....

Lesson for you to plan

Lesson 2

Strand 1: Growth and Development

Unit 1: My Body

Topic: Physical changes

Lesson Titles: Let's record and compare the similarities and differences in our weights and heights.

Content Standard: 3.1.1 Identify physical changes and body features that are associated with growth and development
Performance Standard: 3.1.1a Identify and describe physical changes in weight and height.

Lesson Objective: The students can identify how heavy or tall they are by comparing themselves against standard units.

Resource/Materials:

- Meter rulers, scale, height charts.
- Pictures of changes in weights and heights

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Physical change in Weight and height, • Length of height and width of size • Differences in boys and girls 	<ul style="list-style-type: none"> • Measuring Height and weight • Record the data • Compare the data 	<ul style="list-style-type: none"> • Appreciate the changes in weight and Height during their growth • Show Respect to others • Being Humble

Teacher's Notes

Physical changes

As students grow up, physical changes will be taking place. Their weight and height increase. To show evidence of this growth, use the measuring materials such as the ruler or tape measure to show their heights. A height chart with measurements can be put up on the wall for all students to stand against to measure their height.

To find out about their weights, use a weighing scale. To see how tall or short students are use height chart with the ruler.

Teaching and learning activities

Activity 1: Let's stand against the wall chart and record the height.

Activity 2: Let's use the weighing scale to record our weight.

Activity 3: Let's compare our weights and heights.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 3

Strand 1: Growth and Development

Unit 1: My Body

Topic: Similarities/Differences in physical appearance

Lesson Titles: Similarities and differences in physical appearances and in emotions

Content Standard: 3.1.1 Identify physical changes and body features that are associated with growth and development

Performance Standard: 3.1.1b Examine physical characteristics that are shared by self and family.

Lesson Objective: The students can explore the similarities and differences in appearances and emotions with others.

Resources/Materials:

- Lower primary Health Teachers Guide
- Pictures of changes in weights and heights

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Similarities and differences in physical appearances • Similarities and differences in Emotions 	<ul style="list-style-type: none"> • Identify similarities and differences in body • Describe emotional feeling of a person 	<ul style="list-style-type: none"> • Positive emotions • Accept and respect individual person • Show appreciation

Teacher's Notes

Similarities and differences in physical appearances.

Children change as they grow in height and weight and their physical appearances.

Emotional feelings develop as we grow

As the children grow there may be some

similarities and differences in their emotions. Emotion is part of growth as well.

Teaching and learning activities

Activity 1: Similarities and differences in physical appearances

Activity 2: Emotional feelings develop as they grow.

Activity 3: What are the things you love doing with your friends?

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 4

Strand 1: Growth and Development

Unit 1: My Body

Topic: Similarities/Differences in physical appearance

Lesson Title: Intellectual, social and cultural similarities and differences

Content Standard: 3.1.1 Identify physical changes and body features that are associated with growth and development

Performance Standard: 3.1.1b Social and cultural similarities and differences.

Lesson Objective: The students can identify the similarities and differences that individuals share with others.

Resources/Materials: Reference books, inviting community leaders to come and talk.

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Similarities and differences between how people behave • How culture influence people's lives • Culture creates differences between people 	<ul style="list-style-type: none"> • Identify the similarities amongst each person • Observe each student's character • Name and list cultural influences and differences 	<ul style="list-style-type: none"> • Respect individual culture • Have polite manners • Group participation

Teacher's Notes

The lesson is about similarities and difference that an individual has with another person. It is identifying individual's character and how cultural influence has impact on them. (people)

The way of living and doing activities in the community and family affects the individual way of life with others.

Personal Particular

<i>Given Name:</i>	<i>Fathers name:</i>
<i>Surname:</i>	<i>Mothers name:</i>
<i>Province</i>	
<i>Region</i>	
<i>Denomination</i>	

Teaching and learning activities

Activity 1: Social similarities and differences.

Activity 2: Cultural similarities and differences.

Activity 3: My Personal details.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 5

Strand 1: Growth and Development

Unit 1: My Body

Topic: Differences between opposite sex

Lesson Title: Pictorial differences in characteristics between boys and girls

Content Standard: 3.1.1 Identify physical changes and body features that are associated with growth and development
Performance Standard: 3.1.1c Explain the differences in physical characteristics between themselves and the opposite sex.

Lesson Objective: The student can identify the differences in the characters of both boys and girls in the illustrations

Resources/Materials: Images/illustration of both sex displaying their characters.

Knowledge	Skills	Attitudes/values
<ul style="list-style-type: none"> • Characteristics between boys and girls • Physical features between boys and girls 	<ul style="list-style-type: none"> • Demonstrate character between boys and girls • Identify individual physical features 	<ul style="list-style-type: none"> • Positive manners when picturing • Respect others • Appreciate others

Teacher's Notes

Identify characteristics between boys and girls

Individuals have different personalities and characteristics that identifies them as persons. The features of the opposite sex are not the same too.
 Girls do act in a different manner to boys as well.



Appearances between boys and girls:
 * Girls are shy, have fear
 * Boys are serious and bold in character.

Teaching and learning activities

Activity 1: List the physical features between the boys and girls

Activity 2: Describe the appearances between the boys and girls.

Activity 3: What is my appearance and character?

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 6

Strand 1: Growth and Development

Unit 1: My Body

Topic: Differences between opposite sex

Lesson Title: What makes me special and unique?

Content Standard: 3.1.1 Identify physical changes and body features that are associated with growth and development

Performance Standard: 3.1.1c Display and describe the pictorial differences in characteristics between themselves and an opposite sex.

Lesson Objective: The students can identify and describe the characteristics that make them different to the opposite sex.

Resources/Materials: Lower Primary Health Teachers Guide

Knowledge/Concepts	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Body changes • Unique quality • Very helpful • The different characters of boys and girls. 	<ul style="list-style-type: none"> • Describe weight and height] • Display pictorial differences/ similarities • Have more respect for others • Work using initiatives' 	<ul style="list-style-type: none"> • Submit to others • Have respect for your friend • Respect for who a person is

Teacher's Notes

Body features / appearance



Dark skin, serious and playful

Personal character



Dark skin, playful and shy

Teaching and learning activities

Activity 1: My body features and appearances.

Activity 2: My Personal character.

Activity 3: Who do I look like?

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 7

Strand 1: Growth and Development

Unit 1: My Body

Topic: Individual personal traits

Lesson Title: Differences and similarities of traits and behaviors in boys and girls

Content Standard: 3.1.1 Identify physical changes and body features that are associated with growth and development

Performance Standard: 3.1.1b Social and cultural similarities and differences.

Lesson Objective: The students can be able to identify the similarities and differences that individuals share with others.

Resources/Materials: Reference Books, inviting community leaders to come and talk.

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> Identify similarities between persons and how culture influence people Culture creates differences between people 	<ul style="list-style-type: none"> Identify cultures Observe each students' character Group students into their respective areas Ask students to mingle with each other 	<ul style="list-style-type: none"> Respect individual culture Have polite manners Group participation

Teacher's Notes

The lesson is about similarities and difference that an individual has with each other. It is also identifying individual's character and how cultural influence has impacted them. (people)

- Social similarities and differences of an individual
- Cultural similarities and differences of an individual
- Characteristics of individuals

Teaching and learning activities

Activity 1: Define social and cultural similarities and differences of an individual

Activity 2: Identify cultural and family background and their characteristics

Activity 3: Identify and differentiate similarities and differences between individuals

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 8

Strand 1: Growth and development

Unit 1: My Body

Topic: Individual Personal Traits

Lesson Title: Appropriate mannerism and behavior for boys and girls in social activities

Content Standard: 3.1.1 Identify physical changes and body features that are associated with growth and development

Performance Standard: 3.1.1d Identify differences in certain traits and behaviours of boys and girls

Lesson Objective: The students can identify appropriate behavior at home, in community and at school.

Resource/Material: Scenario of different behaviors

Knowledge	Skills	Attitude / Value
<ul style="list-style-type: none"> • Right and proper behaviors of boys and girls • Good and understanding actions in life 	<ul style="list-style-type: none"> • Humility and respecting people • Obey and follow instructions 	<ul style="list-style-type: none"> • Respect others • Having friendly attitudes towards others • Appreciate the good approaches

Teacher's Notes

What are good behaviours

- Respect older people
- No violence
- Speak politely
- Ask when you need things
- Excuse others when crossing their paths
- Dress appropriately

Teaching and learning activities

Activity 1: Identify good and bad behaviours.

Activity 2: Group this behaviour into appropriate scenario.

Activity 3: Demonstrate a good behaviour when you are rushing for a bus seat.

Teacher's reflection/evaluation

.....

Sample Guided Lesson 2

Lesson 9

Strand 1: Growth and development

Unit 2: Relationship

Topic: Positive emotions

Lesson Title: How we react and feel in different situations that promote positive attitude.

Content Standard: 3.1.2 Suggest and demonstrate actions, behavior and attitudes that support positive interactions with various groups

Performance Standard: 3.1.3a List and identify a varieties of emotions that promote positive attitudes in different situations.

Lesson Objectives: The students can name some examples of positive emotions displayed in different situations to promote positive attitudes.

Resource/Materials: Lower Primary Health Teachers Guide, Charts, pictures of situations showing emotions markers, glue...

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Positive emotional feelings such as happiness, love, boldness, confidence • Sharing sorrow, sharing with the needy. 	<ul style="list-style-type: none"> • Name different types of emotions • Expressing positive emotions • Display positive attitudes 	<ul style="list-style-type: none"> • Be Considerate • Appreciate different emotions

Teacher's Notes

Emotions are feelings that we have towards others. They can be positive emotions such as happy or love. They can be also negative such as sadness or anger..



These emotions are expressed through different situations that we experience in our daily activities. Some situations could be a sports day, birthday parties, deaths, violence in the families and many more



Teaching and learning activities

Part of Lesson	Teacher's activity	Student's activity					
Introduction	<ul style="list-style-type: none"> Ask children to sing the song ' If you happy and you know it' Ask children to make different facial expressions showing emotions 	<ul style="list-style-type: none"> Sing the song: If you happy and you know it' Make faces of being happy and angry. 					
Body	<p>Activity1:</p> <ul style="list-style-type: none"> Ask children to name both the positive and negative emotions (Put on a table) <p>Activity 2:</p> <ul style="list-style-type: none"> Show pictures of different situations such as birthday, funeral, sports.... 	<table border="1" data-bbox="922 533 1278 779"> <tr> <td>Positive emotions</td> </tr> <tr> <td>Happy, love</td> </tr> <tr> <td>Sharing sorrow</td> </tr> <tr> <td>Sharing food at funerals</td> </tr> <tr> <td>Playing sports</td> </tr> </table> <ul style="list-style-type: none"> Express how you will react or feel in the different situations shown by the teacher. 	Positive emotions	Happy, love	Sharing sorrow	Sharing food at funerals	Playing sports
Positive emotions							
Happy, love							
Sharing sorrow							
Sharing food at funerals							
Playing sports							
Conclusion	<ul style="list-style-type: none"> Ask two questions Name one positive emotion. Can you name some situations where we feel very happy? 	<ul style="list-style-type: none"> Children will answer Answers: happy, love We feel happy when we get good marks in our tests or when we win a game. Turn a negative situation into a positive. Eg. Lost game but kept cool. 					

Teacher's reflection/evaluation

.....

.....

Lesson for you to plan

Lesson 10

Strand 1: Growth and Development

Unit 2: Relationship

Topic: Positive emotions

Lesson Title: Effective communication to overcome negative emotions

Content Standard: 3.1.2 Suggest and demonstrate actions, behavior and attitudes that support positive interactions with various groups
Performance Standard: 3.1.2a List and identify a variety of emotions that promotes positive attitudes in different situations.

Lesson Objective: The students can identify the skills of effective communication to solve a negative emotion.

Resources/Materials: Case study, list of negative emotions.

Knowledge	Skills	Attitude/values
<ul style="list-style-type: none"> • Effective communication skills • Negative emotions 	<ul style="list-style-type: none"> • List the negative emotions • Discuss the negative emotions 	<ul style="list-style-type: none"> • Accept others • Be kind to others • Respect others/self

<p>Teacher's Notes</p> <p>Accept complete responsibility for every part of your life. Refuse to blame others or make excuses.</p>	<p>A case study: <i>Emmanuel's Story</i> <i>Emmanuel goes to Don Bosco Secondary School. He got into trouble with boys in the street. He denied selling his sisters cell phone. When he was asked he was ashamed of this activity and started shouting names. He almost punched his sister. The next day he was ashamed of this action and said, they were getting on him for nothing by reporting to his mum when she returned home.</i></p>
--	--

Teaching and learning activities

Activity 1: List the negative emotions.

Activity 2: Discuss how to overcome it.

Activity 3: Game; Who stole the cookie from the cookie pot? I say Junior stole the cookie.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 11

Strand 1: Growth and Development

Unit 2: Relationship

Topic: Personal characteristics

Lesson Title: Characteristics that make them similar to other family members

Content Standard: 3.1.2 Suggest and demonstrate actions, behavior and attitudes that support positive interactions with various groups

Performance Standards: 3.1.2b Describe characteristics of family and others that make each individual unique

Lesson Objective: The students can describe the characteristics that make them similar to their other family members.

Resource/Materials: Charts of similar characteristics/illustrations of similarities

Knowledge	Skills	Attitudes/values
<ul style="list-style-type: none"> Characteristics that make us similar to other family members 	<ul style="list-style-type: none"> Describe similar characteristics 	<ul style="list-style-type: none"> Respect our family members as well as others characters

Teaching and learning activities

Activity 1: List the similar characteristics you have to your family.

Activity 2: My family tree (I have similar characteristics to my grand mother).

Activity 3: Let's draw our similarities that we have.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 12

Strand 1: Growth and Development

Unit 2: Relationship

Topic: Personal characteristics

Lesson Title: Characteristics that make them different and unique

Content Standard: 3.1.2 Suggest and demonstrate actions, behaviour and attitudes that support positive interactions with various groups
Performance Standard: 3.1.2b Describe characteristics of family and others that make each individual unique

Lesson Objective: The students can identify characteristics that make them different and unique to those others.

Resource/Materials: Charts of similar characteristics/illustrations of similarities

Knowledge	Skills	Attitudes/values
<ul style="list-style-type: none"> • Characteristics that make us different to other family members • Characteristics that make us unique to other family members 	<ul style="list-style-type: none"> • Identify characteristics that make them unique • List your characteristics 	<ul style="list-style-type: none"> • Value and respect things that make us different and unique • Show respect to those with unique characteristics

<p>Teacher's Notes</p> <p>What makes a person different and unique?</p> <ol style="list-style-type: none"> 1. Personality 2. Beliefs and goals 3. Relationships 4. Body and genes 	<ol style="list-style-type: none"> 5. Food and hobbies 6. Being creative and intelligent 7. Experiences and perception
---	---

Teaching and learning activities

Activity 1: What makes a person unique?

Activity 2: Let's discuss our personality

Activity 3: My belief is different from yours

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 13

Strand 1: Growth and Development

Unit 2: Relationship

Topic: Being polite and courteous to others by helping them in a positive manner

Lesson Title: Situations that demonstrate politeness when requesting for something

Content Standard: 3.1.2 Suggest and demonstrate actions, behavior and attitudes that support positive interactions with various groups

Performance Standard: 3.1.2 c Describe and practice manners in situations when/where it is appropriate “Please,” “Thank you,” “Excuse me,” and “I’m sorry.”

Lesson Objective: The students can describe the good behaviors such as being polite in different situations

Resource/Materials: Chart of Good manners.

Knowledge	Skill	Attitudes/Value
<ul style="list-style-type: none"> • Good behaviour’s in different situations • Good manners at home • Good manners at school 	<ul style="list-style-type: none"> • Discuss good behaviour • Describe good behaviour 	<ul style="list-style-type: none"> • Behave appropriately in different situations • Show respect to others

Teacher's Notes

Good manners used at home is an accepted behaviour towards elders and other people. At school students are expected to use good manners in the classrom activities and out side tasks with their peers .

Refer to Different behaviours in appendix on page

Teaching and learning activities

Activity 1: Good Manners at home

Activity 2: Good manners at School

Activity 3: Create a situation where students will demonstrate their appreciation or say “thank You” for something done for them such as; mum helping them with their school work. (Pair or group work oral activity) Lest role play how to say ‘thank you to someone who give something.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 14

Strand 1: Growth and Development

Unit 2: Relationship

Topic: Being polite and courteous to others by helping them in a positive manner

Lesson Title: Situations that demonstrates politeness when refusing or being unhappy

Content Standard: 3.1.2 Suggest and demonstrate actions, behavior and attitudes that support positive interactions with various groups

Performance Standard: 3.1.2c Describe and practice situations when it is appropriate to use "Please," "Thank you," "Excuse me," and "I'm sorry."

Lesson Objective: The students can use their manners in situations such as when refusing something or being unhappy.

Resource/Materials: Chart of behaviour

Knowledge	Skills	Attitudes / Values
<ul style="list-style-type: none"> • Being polite when refusing something • Being polite when you are unhappy 	<ul style="list-style-type: none"> • Demonstrate 	<ul style="list-style-type: none"> • Be polite when refusing something or for being unhappy with something

Teacher's Notes

Courtesy, politeness or having good manners are all about respecting others and yourself

God manners is about considering the feelings of other people and being the kind of person that others will like and respect
 In the old days children were taught about the golden rule: " Always do to others as you would want them to do to you if you were in their place"

Teaching and learning activities

Activity 1: Lets learn the **Golden Rule: "Do unto others as you want them to do to you"**.

Activity 2: Demonstrate good manners to others.

Activity 3: Demonstrate when to say, "Please."

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 15

Strand 1: Growth and Development

Unit 2: Relationship

Topic: Being polite and courteous to others by helping them in a positive manner

Lesson Title: Responding positively to help others in need

Content Standard: 3.1.2 Suggest and demonstrate actions, behavior and attitudes that support positive interactions with various groups

Performance Standard: 3.1.2d Discuss why you feel good and respond positively to “help” other people who need your help

Lesson Objective: The students can discuss ways of how to respond to others when in need of help.

Resource/Materials: Lower Primary Health Teachers Guide /

Knowledge	Skills	Attitudes / Values
<ul style="list-style-type: none"> Responding positively when asked to help others Why you feel good when you help others 	<ul style="list-style-type: none"> Ways to respond to others. 	<ul style="list-style-type: none"> Being positive when responding to others

Teaching and learning activities

Activity 1: List positive response.

Activity 2: Role play a situation for gratitude.

Activity 3: How do I feel when I do good to others in need?

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 16

Strand 1: Growth and Development **Unit 1:** Relationship

Topic: Being polite and courteous to others by helping them in a positive manner

Lesson Title: Role models who love to help

Content Standard: 3.1.2 Suggest and demonstrate actions, behaviours and attitudes that support positive interactions with various groups

Performance Standard: 3.1.2d Discuss why you feel good and respond positively to 'help' other people who need your help

Lesson Objective: The students can to identify role models who love to help in times of need.

Resource/Materials: Show a role model of a person who helps others.

Knowledge	Skills	Attitudes / Values
<ul style="list-style-type: none"> • Role models that help others • Feel good when help comes 	<ul style="list-style-type: none"> • Identify role models • Describe situations that need help. 	<ul style="list-style-type: none"> • Appreciate the things that role models do to help others • Being kind to others in need.

<p>Teacher's Note</p> <p>A role model is a person whose behavior, example, or success is or can be emulated by others, especially by younger people.</p> <p>A person who serves as an example of the values, attitudes, and behaviours associated with a role. For example, a father is a role model for his sons. Role models can also be persons who distinguish themselves in such a way that others admire and want to emulate them.</p>	<p>An individual who is looked up to and revered by someone else.</p> <p>A role model is someone who other individuals aspire to be like, either in the present or in the future.</p> <p>Use 'role model' in a Sentence.</p>
---	--

Teaching and learning activities

Activity 1: List the needy things which needs critical attention.

Activity 2: Describe situations to show help is needed from others.

Activity 3: Who is my role model?

Teacher's reflection/evaluation

.....

.....

Sample Guided Lesson 3

Lesson 17

Strand 1: Growth and Development **Unit 3:** Culture, values and Morals

Topic: Personal details

Lesson Title: Individual identity and details that are important for health records.

Content Standard: 3.1.3 Demonstrate an understanding of the individual identity and promote positive values and morals in their interactions with others

Performance Standard: 3.1.3a Identify personal details such as name, place of birth, parents name and their villages

Lesson Objectives: The students can identify and compare personal details with characteristics of body features

Resource/Materials: Worksheet for personal details

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> Personal details of the individuals such as name,place,family Body features Personal character and personality. 	<ul style="list-style-type: none"> Identify types of body features such as hair and skin colour and faces. Ways of doing things 	<ul style="list-style-type: none"> Positive attitude towards others Respect others people's identity

Teacher's Note

Personal Details

Surname	Mek
First name	Monkay
Sex	Female
Date of Birth	10th /05/2016
Mothers name	Maglena
Fathers name	Mackduhui
Height	80cm
Weight	15kg
Eye color	black
Skin color	fair
Hair color	dark
Province	WHP
Place of resident	Gorobe Street
Place in order of birth	1st born

Teaching and learning activities

Part of Lesson	Teacher's activity	Student's activity
Introduction	Tell students about yourself where you come from	Listen very carefully to my story.
Body	<p>Activity 1: Personal details Ask each student about their personal details.</p> <p>Activity 2: Identify characteristics Put students into groups Explore and identify their characteristics</p> <p>Activity 3: Home work - Profile Students do their personal profile</p>	<p>Give me your name, parents name and age.</p> <p>Sit according to your ages</p> <p>Fill in the form with their personal particulars.</p>
Conclusion	Ask students what they have learnt in the lesson	Students begin responding to the teacher

Teacher's reflection/evaluation

.....

.....

Lesson for you to plan

Lesson 18

Strand 1: Growth and Development **Unit 3:** Culture, values and Morals

Topic: Personal details

Lesson Title: Reasons for having individual health records and history

Content Standard: 3.1.3 Demonstrate an understanding of the individual identity and promote positive values and morals in their interaction with others
Performance Standard: 3.1.3a Identify personal details such as name, place of birth, parents name, name of their villages

Lesson Objective: The students can explain the importance having a health record and details book.

Resource/Materials: Health record book

Knowledge	Skills	Attitudes / Values
<ul style="list-style-type: none"> Importance of health records/details 	<ul style="list-style-type: none"> Explain the importance of having health records. 	<ul style="list-style-type: none"> Appreciate the importance of providing correct individual health records

Teacher's Notes

Health Record

Baby Name:
 Male..... Female.....
 Fathers name.....
 Occupation.....
 Mothers name.....
 Occupation.....
 Present Address
 District.....
 Delivery Normal.....Abnormal.....
 Birth Date .../.../.... Birth weight...kg
 Place of Birth.....
 Number of Children alive... death

TB in the family Yes.....No.....
 Leprosy in the family Yes.... No.....
 Immunization to be given

Teaching and learning activities

Activity 1: What are the details in the health record book?

Activity 2: Explain the chart in the book.

Activity 3: My details in the health record book.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 19

Strand 1: Growth and Development **Unit 3:** Culture, values and Morals

Topic: Personal details

Lesson Title: Let's keep our hands, toes and fingers nails clean

Content Standard: 3.1.3 Demonstrate an understanding of the individual identity and promote positive values and morals in their interaction with others
Performance Standard: 3.1.3a Identify personal details such as name, place of birth, parents name, name of their villages (move to Protection against diseases)

Lesson Objective(s): The students can demonstrate the good health practices of keeping their hands, fingers, toe nails clean.

Resources/Materials: Lower Primary Health Teachers Guide

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Good health practices • Keeping our hands, toes fingernails clean 	<ul style="list-style-type: none"> • Demonstrate good health practices. 	<ul style="list-style-type: none"> • Value clean body • Accept one self • Respect others.

<p>Teacher's Notes</p> <p>When to do hand washing and bathing with correct products. Explain concepts of germs and bacteria. Talk about nice smell and foul smell. Talk about grooming.</p>	<p>My Checklist</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">No.</th> <th rowspan="2">Areas to keep clean</th> <th colspan="2">Comment</th> </tr> <tr> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Hand washing</td> <td style="text-align: center;">√</td> <td></td> </tr> <tr> <td>2</td> <td>Bathing</td> <td></td> <td style="text-align: center;">√</td> </tr> <tr> <td>3</td> <td>Good smell</td> <td></td> <td></td> </tr> <tr> <td>4</td> <td>Bad smell</td> <td></td> <td></td> </tr> <tr> <td>5</td> <td>Clean fingers nail</td> <td></td> <td></td> </tr> <tr> <td>6</td> <td>Clean toe nails</td> <td></td> <td></td> </tr> <tr> <td>7</td> <td>Clean teeth</td> <td></td> <td></td> </tr> <tr> <td>8</td> <td>Clean clothes</td> <td></td> <td></td> </tr> <tr> <td>9</td> <td>Clean hair and style</td> <td></td> <td></td> </tr> </tbody> </table>	No.	Areas to keep clean	Comment		Yes	No	1	Hand washing	√		2	Bathing		√	3	Good smell			4	Bad smell			5	Clean fingers nail			6	Clean toe nails			7	Clean teeth			8	Clean clothes			9	Clean hair and style		
No.	Areas to keep clean			Comment																																							
		Yes	No																																								
1	Hand washing	√																																									
2	Bathing		√																																								
3	Good smell																																										
4	Bad smell																																										
5	Clean fingers nail																																										
6	Clean toe nails																																										
7	Clean teeth																																										
8	Clean clothes																																										
9	Clean hair and style																																										

Teaching and learning activities

Activity 1: When to do hand washing and bathing.

Activity 2: Explain about germs and bacteria trapped in the finger and toe nails.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 20

Strand 1: Growth and Development **Unit 3:** Culture, values and Morals

Topic: Cultural Influences

Lesson Title: Cultural influences on healthy living

Content Standard: 3.1.3 Demonstrate an understanding of the individual identity and promote positive values and morals in their interaction with others
Performance Standard: 3.1.3c Identify and describe a health value/moral in the family

Lesson Objective: The students can identify and describe the cultural practices that influence health values and morals

Resource/Materials: Illustrations of cultural practices.

Knowledge	Skills	Attitudes / Values
<ul style="list-style-type: none"> Cultural practices that influence health values and morals 	<ul style="list-style-type: none"> Identify and describe cultural practices 	<ul style="list-style-type: none"> Be responsible when faced with cultural practices that influence health values and morals

Teacher's Notes

Particular cultural practice Eg: Eating one kind of food which affects the health values

In PNG there are many cultures that affect the health values. It is important to see what kind of food we eat and which group of people should take this food which is healthy for good health.

Teaching and learning activities

Activity 1: Let's identify a culture that influences health values. Eg. No protective in their diet.

Activity 2: Let's be responsible to avoid such practices so as to be healthy.

Activity 3: My plans to avoid these cultural practices that influence my health values.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 21

Strand 1: Growth and development **Unit 3:** Culture, Values and Morals

Topic: Cultural influences

Lesson Title: Current practices that influence health values and morals

Content Standard: 3.1.3 Demonstrate an understanding of the individual identity and promote positive values and morals in their interaction with others
Performance Standard: 3.1.3b Discuss the different cultural influences on health values and morals in certain places

Lesson Objective: The students can demonstrate how to be polite when refusing or being unhappy in a situation.

Resource/Materials: Lower Primary Health Teachers Guide

Knowledge	Skills	Attitudes / Values
<ul style="list-style-type: none"> • Being polite when refusing something • Being polite when you are unhappy 	<ul style="list-style-type: none"> • Demonstrate how to be polite • Refuse unhappy situations 	<ul style="list-style-type: none"> • Be polite when refusing something or for being unhappy with something

Teaching and learning activities

Activity 1: Being polite when refusing something.

Activity 2: Being polite when unhappy.

Activity 3: Let’s model how to be polite in different situations.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 22

Strand 1: Growth and Development **Unit 3:** Culture, values and morals.

Topic: Health values and morals

Lesson Title: Importance of daily healthy habits. Why cleanliness is important to my family

Content Standard: 3.1.3 Demonstrate an understanding of the individual identity and promote positive values and morals in their interactions with others

Performance Standard: 3.1.3d Identify the difference in health values and morals

Lesson Objective: The students can explain the importance of daily health habits for good health.

Resource/Materials: Daily habit chart

Knowledge	Skills	Attitudes / Values
<ul style="list-style-type: none"> Importance of daily healthy habits Practice the daily habits 	<ul style="list-style-type: none"> Explain the importance of daily habits 	<ul style="list-style-type: none"> Show respect for individual differences Consider the habits for good health.

Teacher's Notes

Healthy habits:

- | | |
|--|--|
| <ol style="list-style-type: none"> Seven to eight hours of sleep each night Get outside to nature Spend time with family Don't smoke cigarette Eat home cooking | <ol style="list-style-type: none"> Eat more fruits and vegetables Stop drinking soft drinks Drink more water Sit less and stand more Be grateful – Count your Blessings |
|--|--|

Teaching and learning activities

Activity 1: List healthy habits.

Activity 2: Explain each of the healthy habits.

Activity 3: Let's identify one habit as a blessing.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 23

Strand 1: Growth and Development **Unit 3:** Culture, values and morals

Topic: Health values and morals

Lesson Title: Health practices that keep me healthy

Content Standard: 3.1.3 Demonstrate an understanding of the individual identity and promote positive values and morals in their interaction with others
Performance Standard: 3.1.3d Identify the difference in health values and morals

Lesson Objective: The students can show some good health practices that keep them healthy.

Resource/Materials: List of best health practices

Knowledge	Skills	Attitudes / Values
<ul style="list-style-type: none"> • Health values and practices • Healthy health practices • Good health practices 	<ul style="list-style-type: none"> • Demonstrate or show good health practices 	<ul style="list-style-type: none"> • Maintain good and healthy practices • Appreciate best health practices

<p>Teacher's Notes</p> <p><u>Good health practices</u></p> <ol style="list-style-type: none"> 1. Calf your hands to the mouth when coughing 2. Wash hands after an activity. 3. Brush your teeth always 4. Regular exercises 5. Eat a lot of fruits and vegetables 	<ol style="list-style-type: none"> 6. Clean clothes, bedding and towels 7. Avoid negative emotions 8. Drink a lot of water daily 9. Eat regular meals 10. Have enough rest and sleep
---	---

Teaching and learning activities

Activity 1: Identify good health practices.

Activity 2: Discuss the best health practices.

Activity 3: Draw the best practice and display.

Teacher's reflection/evaluation:

.....

Lesson for you to plan

Lesson 24

Strand 1: Growth and Development **Unit 3:** Culture, values and morals

Topic: Health, values and morals

Lesson Title: Role models of good health values

Content Standard: 3.1.3 Demonstrate an understanding of the individual identity and promote positive values and morals in their interaction with others
Performance Standard: 3.1.3d Identify the difference in health values and morals

Lesson Objective: The students can identify role models of good health values in their community.

Resource/Materials: Lower primary Health Teachers Guide

Knowledge	Skills	Attitudes / Values
<ul style="list-style-type: none"> • Role models that show good healthy values 	<ul style="list-style-type: none"> • Identify role models • Discuss about role models 	<ul style="list-style-type: none"> • Show respect for good role models • Admire role models and follow their footsteps.

Teacher's Notes

Role Model of good health values.

Questions to ask

- Do you skip breakfast?
- Do you drink sodas rather than milk with your meals?
- Do you diet all the time and have fear of (or talk about) eating 'bad' food?
- Do you snack all day long?
- Do you eat in front of the TV?
- Do you eat whenever you are bored or under stress?

Teaching and learning activities

Activity 1: List good healthy values from the role model.

Activity 2: Explain the values that is healthy for us.

Activity 3: My health values learned from the role model.

Teacher's reflection/evaluation

.....

Sample Guided Lesson 4

Lesson 25

Strand 1: Growth and Development

Unit 4: My Career Interest

Topic: Daily tasks performed by family members

Lesson Title: Daily Roles and Responsibilities of family members

Content Standard: 3.1.4 Explore and identify common jobs of family members and other people in community

Performance Standard: 3.1.4a Discuss and understand the roles and responsibilities each family member does in their daily tasks when caring for one another

Lesson Objective: The students can list and name roles and responsibilities with attitudes and interest towards each role.

Resource/Materials: Health Resources Books (Education Department)

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> Roles and Responsibilities of family members Interest of roles of each member in the family 	<ul style="list-style-type: none"> Identifying various jobs and roles carried out by family members. 	<ul style="list-style-type: none"> Positive response to work Appreciate these roles and responsibility

Teacher's Notes

Responsibilities of family members

Roles as SONS and DAUGHTERS of their parents. **Role** determined by your age, position, size of the **family** Older/Younger Child for the Assigned Tasks - Participate willingly and with initiative.

Teaching and learning activities

Part of Lesson	Teacher's activity	Student's activity
Introduction	Students sing the song: The farmer plants the seeds. What do you do at home?	<ul style="list-style-type: none"> • Oral discussion for work at home • What roles are done daily at home
Body	<p>Activity 1. Explain the types of roles or jobs done.</p> <p>Activity 2. Ask students what type of job each family member prefers most?</p> <p>Activity 3. What role do I love to do mostly?</p>	<p>In groups name daily roles Do the activity:</p> <ol style="list-style-type: none"> 1. The roles and job that each family member prefers. 2. Outline the job/role I do often.
Conclusion	Ask students about roles and responsibilities at home	<p>Questions.</p> <ol style="list-style-type: none"> 1. What is my favourite role in the family? 2. Who else helps to carry out my job at home?

Teacher's reflection/evaluation

.....

.....

Lesson for you to plan

Lesson 26

Strand 1: Growth and Development **Unit 4:** My career Interest

Topic: Daily Tasks performed by family members

Lesson Title: How family members care for each other

Content Standard: 3.1.4 Explore and identify common jobs of family members and other people in the community
Performance Standard: 3.1.4a Discuss and understand the roles and responsibilities each family member does in their daily tasks when caring for one another.

Lesson objective: The students can describe how family members care for each other.

Resource/Materials: Pictures of how you care for others

Knowledge	Skills	Attitudes / Values
<ul style="list-style-type: none"> Care for family members Responsibilities to family members 	<ul style="list-style-type: none"> Describe and discuss how family members care for each other. 	<ul style="list-style-type: none"> Show respect and care for family members

<p>Teacher's Notes How families care for each other.</p> <ol style="list-style-type: none"> Tell one and other you care Show one and other you care Call one and other to show you care Text one and other Make time for your children 	<ol style="list-style-type: none"> Surprise family members Give one and other something Spend time with family members Flirt with family members Eat with family members
---	---

Teaching and learning activities

Activity 1: List the group of people that need more care.

Activity 2: Discuss how family care for each other.

Activity 3: Illustrate how your parents care for you.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 27

Strand 1: Growth and Development **Unit 4:** My Career Interest

Topic: Different roles and responsibilities related to future jobs

Lesson Title: Roles and responsibilities performed in different situations

Content Standard: 3.1.4 Explore and identify common jobs of family members and other people in community.

Performance Standard: 3.1.4b Explore the different roles and responsibilities they perform in different situations which are closely related to a job that they would like to do later in life

Lesson objective: The students can identify roles and responsibilities performed in different situations.

Resource/Materials: Magazines and illustrations

Knowledge	Skills	Attitudes / Values
<ul style="list-style-type: none"> Roles and responsibilities in different situations Types of roles and responsibilities 	<ul style="list-style-type: none"> Identify the roles and responsibility Describe those roles and responsibilities 	<ul style="list-style-type: none"> Accept the responsibilities when given roles in different situations

Teacher's Notes

(An example of roles and responsibilities)

All mothers and most fathers have legal rights and **responsibilities** as a **parent** - known as '**parental responsibility**'. If you have **parental responsibility**, your most important **roles** are to: provide a home for the child. Protect and maintain the child.

Teaching and learning activities

Activity 1: What are the roles and responsibilities of parents?

Activity 2: List of roles and responsibilities of other interesting persons such as a; policeman/woman, firefighter or a zoo keeper and many others.

Activity 3: What is my role as a student?

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 28

Strand 1: Growth and development

Unit 4: My career interests

Topic: Different roles and responsibilities related to future jobs

Lesson Title: My favorite community health activity

Content Standard: 3.1.4 Explore and identify common jobs of family members and other people in community

Performance Standard: 3.1.4d Explore the different roles and responsibilities they perform in different situations which are closely related to a job that they would like to do later in life

Lesson objective: The students can explore roles and responsibilities related to their future careers.

Resource/Materials: Pictures of different interested activity.

Knowledge	Skills	Attitudes / Values
<ul style="list-style-type: none"> • Roles and responsibilities related to future job career • Favorite activity that will draw their interest to the future career. 	<ul style="list-style-type: none"> • Explore the different types of career. 	<ul style="list-style-type: none"> • Develop vision of a job career • Understanding educational achievement/Success

Teaching and learning activities (favourite activities)

Activity 1: Working and planting of flowers and trees at home.

Activity 2: Reading bible stories to younger children and old people.

Activity 3: Doing life skill activities (cutting grass at home).

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 29

Strand 1: Growth and Development

Unit 4: My Career Interests

Topic: Different career job

Lesson Title: Jobs in my family and community

Content Standard: 3.1.4 Explore and identify common jobs of family members and other people in community

Performance Standard: 3.1.4b Explore different roles and responsibilities they perform in situations which are related to work (job) they like to do later in life

Lesson objective: The students can explore jobs in the family and community.

Resource/Materials: Sample jobs that family and others do.

Knowledge	Skills	Attitudes / Values
<ul style="list-style-type: none"> Jobs in the family Jobs in the community 	<ul style="list-style-type: none"> Explore jobs in the community and family. 	<ul style="list-style-type: none"> Value the tasks family members and community do Respect the jobs each member does.

Teacher's Notes

“ We think of teachers – heroes / heroines that teach us the academic but we don’t often think of those teachers that teach us life lessons”

Teaching and learning activities

Activity 1: What does my father do?

Activity 2: Let’s find out about what others do in the community.

Activity 3: What I want to be in the future.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 30

Strand 1: Growth and Development

Unit 4: My Career Interest

Topic: Different career jobs

Lesson Title: Let's find out about jobs people do to care for the environment

Content Standard: 3.1.4 Explore and identify common jobs of family members and other people in the community

Performance Standard: 3.1.4c Research and display pictorial representations of people with different jobs and describe what they do

Lesson objective: The students can identify the kind of jobs people do to care for the environment

Resource/Materials: Lower primary Health Teachers Guide

Knowledge	Skills	Attitudes / Values
<ul style="list-style-type: none"> Jobs people do that care for the environment Street sweeping, flower gardener House keeping Grass cutter 	<ul style="list-style-type: none"> Identify the jobs Collect pictorial representation Discuss the jobs done 	<ul style="list-style-type: none"> Make informed decisions in caring for the environment. Being passionate about the job

Teacher's Note

The jobs people do in life is the result of the interest they had and skills and abilities to carry out these tasks well,

They also enjoy the tasks they do.

On the opposite side of the table is the work a gardener did which shows excellent job done.

This job done is paid which requires time and result of the job done which qualifies them for a good wages.

Teaching and learning activities

Activity 1: Identify the jobs people do to care for environment.

Activity 2: Describe the jobs they do to maintain the environment.

Activity 3: Say which job for maintaining the environment you like to do.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 31

Strand 1: Growth and Development **Unit 4:** My Career Interests

Topic: Daily Roles

Lesson Titles: Why go to school every day?

Content Standard: 3.1.4 Explore and identify common jobs of family members and other people in community

Performance Standard: 3.1.4d Know and understand that going to school can help them learn about jobs and tasks that promote health and care of family and community.

Lesson objective: The student can explain and give reasons why they go to school.

Resource/Materials: Reasons for going to school chart
(Cartoon – Bernstein Bears)

Knowledge	Skills	Attitudes / Values
<ul style="list-style-type: none"> • Reasons for going to school • School is learning from others • Learn how to do new things 	<ul style="list-style-type: none"> • Explain why students go to school • Explain the reasons 	<ul style="list-style-type: none"> • Appreciate why going to school helps one learn about how to care for the environment

Teacher's Notes

Reasons for students going to school:

1. Learn new things
2. Learn in subjects fields
3. Share experiences
4. Learn about other places/people and how they do things
5. Learn about jobs that help them do better in life

Teaching and learning activities

Activity 1: Why do I like school?

Activity 2: My favorite activity at school.

Activity 3: My goal to go to school.

Teacher's reflection/evaluation:

.....
.....

Lesson for you to plan

Lesson 32

Strand 1: Growth and Development

Unit 4: My Career Interests

Topic: Daily Roles

Lesson Title: Jobs that promote health care for the community

Content Standard: 3.1.4 Explore and identify common jobs of family members and other people in community
Performance Standard: 3.1.4d Know and understand that going to school can help them learn about jobs and tasks that promote health and care of family and community.

Lesson objective: The students can identify and list jobs that promote health care in the community.

Resource/Materials: Chart on water sanitation (DoH)

Knowledge	Skills	Attitudes / Values
Jobs that promote health care in the community • Community leader checks on water sanitation. • Collecting rubbish / clean up day • Announcement on NO alcohol	• Identify and list jobs that people do to promote health care.	• Accept the fact that jobs in the community helps in promoting healthy living in the community

<p>Teacher's Notes</p> <p>Community Health Care Health care in the community is practically hard in a less able environment. Some communities who are serious about healthy environment have volunteers and health workers who help to address the issues of keeping the environment clean such as: where to dispose rubbish and the importance of having clean water and so on.</p>	<ul style="list-style-type: none"> • Those people who have problems with mental disorder and no good attitudes in the community. • Prevention of disease • Treatment of minor accidents and sores • Good life • Ways to prevent frequent death • Awareness made to child mortality • Water Sanitation and waste disposal • Living longer lives
---	--

Teaching and learning activities

Activity 1: Name the People who promote health in the community.

Activity 2: Describe each of the activity they do to promote health.

Activity 3: Let's illustrate and describe the health promotion activity that has helped me.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 33

Strand 2: Individual and Community Health

Unit 1: Alcohol and Substance Abuse

Topic: Chewing betelnut and other drugs that affect health

Lesson Title: Effects of chewing betelnut

Content Standard: 3.2.1 Identify these harmful substances such as drugs alcohol or germs and discuss how to avoid them.

Performance Standard: 3.2.1a Role play how to say “No” to bad habits such as smoking, chewing betel.

Lesson Objective: The student can list and name some of the effects of betelnut chewing eg. Mouth cancer and stained teeth.

Resource/Materials: Health charts of chewing betelnuts and its effects

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Dangers of chewing • Effects of chewing betelnut are such as mouth cancer, stained teeth 	<ul style="list-style-type: none"> • Sketching (drawing) of effects of chewing betelnut 	<ul style="list-style-type: none"> • Encourage people to say 'No' to Chewing • Respect self-hygiene

Teacher's Notes

Say NO to chewing betelnut

The betelnut has a lot of negative effects such as:

1. Staining teeth and environment
2. Causes mouth cancer
3. Uses family budget

4. Causes social problems such littering
5. Disgusting appearances to chewers
6. It is a drug that makes people become addicted.

Teaching and learning activities

Activity 1: List what can be seen on the posters about person's chewing .

Activity 2: List what happens as a result of chewing betelnut.

Activity 3: What can be done to say NO to chewing betelnut?

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 34

Strand 2: Individual and Community Health

Unit 1: Alcohol and Substance Abuse

Topic: Chewing betelnut and other drugs that affect health

Lesson Title: Effects of smoking marijuana

Content Standard: 3.2.1 Identify these harmful substances such as drugs alcohol or germs and discuss how to avoid them.
Performance Standard: 3.2.1b Describe how smoking tobacco at home can cause ill health to both the smoker and the non-smoker.

Lesson Objective: The students can describe the effects of smoking marijuana over time.

Resource/Materials: Junior Teachers Guide, Harmful Chemicals in Tobacco Products (American cancer Society}

Knowledge	Skills	Attitudes /Values
<ul style="list-style-type: none"> • Effects of smoking marijuana • (cancer, diabetes, heart diseases) 	<ul style="list-style-type: none"> • Describe what chemical is found in smoke • Identify other chemical 	<ul style="list-style-type: none"> • Personal responsibility • Being confident to say 'NO' • Avoid 'TRYING' • Have respect for body.

Teacher's Notes

Effects of smoking marijuana

Lung diseases caused by smoking includes diseases, which includes emphysema and chronic bronchitis.

Cigarette smoking causes most cases of lung cancer.

If you have asthma, tobacco smoke can trigger an attack or make an attack worse.

Smoking can lead to a variety of ongoing complications in the body, as well as long-term **effects** on your body systems.

Teaching and learning activities

Activity 1: What are the reasons for smoking marijuana?

Activity 2: Effects of smoking marijuana.

Activity 3: Do an awareness chart to say 'NO' to smoking marijuana.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 35

Strand 2: Individual and Community Health

Unit 1: Alcohol and Substance abuse

Topic: Chewing betelnut and other drugs that affect health

Lesson Title: Effects of drinking alcohol

Content Standard: 3.2.1 Identify these harmful substances such as drugs alcohol and discuss how to avoid them.

Performance Standard: 3.2.1a Discuss and list harmful substances found and used in schools

Lesson Objective: The students can identify effects of alcohol that harms personal health

Resource/Materials:

Knowledge	Skills	Attitudes / Values
<ul style="list-style-type: none"> Types of harmful substances Why substances are harmful to the body Harmful substances that harm personal health 	<ul style="list-style-type: none"> Define the meaning of substances List the types of harmful substances Write why are substances are harmful to the body 	<ul style="list-style-type: none"> Respect and treat fairly those who are been mentally affected by harmful substances Fair treatment

Teacher's Notes

Long-Term Effects of Alcohol

Long-term over consumption of alcohol causes death of brain cells, which can lead to brain disorders as well as a lowered level of mental or physical function. Liver damage from alcohol can result in liver disease, a severe medical condition that can require a liver transplant to treat

Teaching and learning activities

Activity 1: Types of harmful substances

Activity 2: Why substances are harmful to the body

Activity 3: Let's draw an awareness paper to say NO to Alcohol.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 36

Strand 2: Individual and Community Health

Unit 1: Alcohol and Substance Abuse

Topic: Smoking tobacco causes ill health

Lesson Title: Effects of smoking tobacco

Content Standard: 3.2.1 Identify these harmful substances such as drugs alcohol or germs and discuss how to avoid them.
Performance Standard: 3.2.1.b Describe how smoking tobacco at home can cause ill health to both the smoker and the non-smoker.

Lesson Objective: The students can identify and describe the different types of tobacco products and labeling

Resource/Materials: Primary Health Teachers’ Guide, empty packets of smoke, tobacco pamphlets,

Knowledge	Skills	Attitudes /Values
<ul style="list-style-type: none"> • What is tobacco • Types of tobacco cigarettes, cigar Contents found on tobacco packets 	<ul style="list-style-type: none"> • Defining tobacco • Identifying tobacco • Describing contents • Labeling 	<ul style="list-style-type: none"> • Being responsible • Be cautious of effects of tobacco • Respect your body • Be honest if you are smoking

Teacher's Notes

This lesson is a very important lesson where children have to be shown real concrete material of tobacco.
 They have to know what’s on the cover of the smoke packets. Ensure that children bring these things before this lesson so they are taught well on this.
 The types of tobacco are cigarettes and cigar. Cigarettes refer to the manufactured ones such as spear,(loose) and cigar refers to the natural, not manufactured such as bruce.

Teaching and learning activities

Activity 1: Name the different types of tobacco.

Activity 2: Read the labels on the cigarettes packets.

Activity 3: Draw the symbol of No smoking as an awareness.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 37

Strand 2: Individual and Community Health

Unit 1: Alcohol and Substance abus

Topic: Smoking tobacco causes ill health

Lesson Titles: Smoking can cause disease

Content Standard: 3.2.1 Identify these harmful substances such as drugs alcohol or germs and discuss how to avoid them.

Performance Standard: 3.2.1b Describe how smoking tobacco at home can cause ill health to both the smoker and non-smoker

Objective: The students can identify and list the diseases that are caused by smoking tabacco.

Resource/Materials: Papers, exercise books

Knowledge	Skills	Attitudes/values
<ul style="list-style-type: none"> • Smoking causes diseases • Name the diseases 	<ul style="list-style-type: none"> • Identify the diseases • List the common disease as result of smoking 	<ul style="list-style-type: none"> • Appreciate self • Being cautious of risks involved with smoking • Say 'No' to smoke

Teacher's Notes

Smoking can cause diseases

Smoking can cause **lung disease** by damaging your **airways** and the small air sacs (alveoli) found in your lungs. **Lung diseases** caused by smoking, which includes **chronic bronchitis (air ways tubes of the lung)**. Cigarette smoking causes most cases of **lung cancer and heart disease**.

Teaching and learning activities

Activity 1: Smoking can cause diseases in our body.

Activity 2: List the part of the body that gets affected as a result of smoking.

Activity 3: Let's say 'NO' to smoking.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 38

Strand 2: Individual and Community Health

Unit 1: Alcohol and Substance Abuse

Topic: Smoking tobacco causes ill health

Lesson Title: Life skill: Advocacy skills littering smoking buds is a bad habit

Content Standard: 3.2.1 Identify these harmful substances such as drugs alcohol or germs and discuss how to avoid them.
Performance Standard: 3.2.1d Role play how to say “No” to bad habits such as smoking chewing betelnut

Lesson Objective: The students can understand that littering is a bad habit and plan ways to improve on this habit.

Resource/Materials: Papers, exercise books - Lower Primary Health Teachers Guide

Knowledge	Skills	Attitudes/ Values
<ul style="list-style-type: none"> Bad/Good Habits Littering of recycle cans, plastics, betelnut husks and other form of rubbish. Ban littering 	<ul style="list-style-type: none"> List and name the bad habits Dispose rubbish in the right place 	<ul style="list-style-type: none"> Accept moral, good habits Appreciate them for the good of their life. Avoid littering in public places.

Teacher's Notes

Littering is a Bad habits:

- Littering of tin cans, plastic bags, throwing of bottles
- Chewing and spitting
- Other form of rubbish
- Littering with cigarette bud. It is proper to throw the cigar buds into the right disposal place. Learn to take care of over their rubbish.

Teaching and learning activities

Activity 1: Let’s collect all rubbish in the classroom

Activity 2: Awareness on NO littering

Activity 3: My plans to put rubbish in proper places

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 39

Strand 2: Individual and Community Health

Unit 1: Alcohol and Substance Abuse

Topic: Bad Habits - No bettlenut chewing

Lesson Title: Life skills; Plan ways to overcome bad habits

Content Standard: 3.2.1 Identify these harmful substances such as drugs alcohol or germs and discuss how to avoid them.

Performance Standard: 3.2.1d Role play how to say “No” to bad habits such as smoking, chewing betel.

Objective: By the end of this lesson the students can; say “No” to overcome bad habits

Resource/Materials: Lower Primary Health Teachers Guide

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> Overcome/bad habits Such as littering, chewing, drinking Fighting, smoking, spitting 	<ul style="list-style-type: none"> Plan disposal strategy Dispose rubbish in the bin Do these activities in the right places 	<ul style="list-style-type: none"> Encourage students to say 'No' to a bad habit. Be conscious of littering

Teacher's Notes

- Overcoming Bad habits such as chewing betel nut and spitting or drinking alcohol .
- Causing social problems such as violence, swearing others, poverty.
- A plan to overcome bad habits.eg.. Say NO
- Chewing betelnut and spitting in public places and forbidden areas is wrong.
- Throw rubbish in the right place and chew PK to avoid littering and keeping places neat and healthy.

Teaching and learning activities

Activity 1: List the bad habits.

Activity 2: How can we improve with these bad habits?

Activity 3: Put rubbish in the right places.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 40

Strand 2: Individual and Community Health

Unit 1: Alcohol and Substance Abuse

Topic: Bad Habits - No bettlenut chewing

Lesson Title: Commemorate world “No Tobacco Day”

Content Standard: 3.2.1 Identify these harmful substances such as drugs alcohol or germs and discuss how to avoid them.
Performance Standard: 3.2.1d Role play how to say “No” to bad habits such as smoking, and chewing betelnut.

Lesson Objective: The students can; commemorate World 'No tobacco Day' by drawing posters of cigarettes, and draw cross with a Red 'x' over it.

Resource/Materials: A3 papers, paints, colors

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • World • Tobacco • Drawing of posters of cigarettes • Label red X on the cigarette 	<ul style="list-style-type: none"> • Sketching illustrations • drawing 	<ul style="list-style-type: none"> • Appreciate the awareness people do to stop people from smoking. • Courageous to say NO to bad Habits

Teacher's Notes

Answer by Saying, World No Tobacco day.
 Draw pictures of cigarettes that on a paper and draw a Red 'X' overthem .
 Insert pictures of cigarette NO Tobacco day.

Teaching and learning activities

Activity 1: Draw a label indicate NO to Tabacco.

Activity 2: Awareness poster to say No to tobacco by labeling red x.

Activity 3: My plan to say No to tobacco.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 41

Strand 2: Individual and Community Health

Unit: Alcohol and substance abuse

Topic: Bad Habits - No bettlenut chewing

Lesson Title: World 'No Betelnut Chewing day'

Content Standard: 3.2.1 Identify these harmful substances such as drugs alcohol or germs and discuss how to avoid them.

Performance Standard: 3.2.1d Role-play how to say 'No' to bad habits such as smoking, chewing betelnut, spitting and so on.

Lesson Objective: By the end of this lesson the student can: list and name some of the effects of betelnut chewing eg. Mouth cancer stained teeth.

Resource/Materials: List of problems associated with chewing of betelnut

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Dangers of chewing • Health hazard • Social problems • Economic problems • Spitting is a problem 	<ul style="list-style-type: none"> • Sketching (drawing) • Solve problems • Saying NO to betelnut 	<ul style="list-style-type: none"> • Encourage students e to say No to chewing of betelnut. • Having boldness • Self esteem

Teacher's Notes

Saying NO to Betelnut/ There are some effects of chewing betelnut. Such as:

- Health hazard
- Social problems
- Economic problems
- Spitting is a problem
- Insert pictures

Teaching and learning activities

Activity 1: Chewing betelnut is a health hazard.

Activity 2: Other related effects of chewing betelnut.

Activity 3: In pairs role play to say NO to chewing betelnut.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 42

Strand 2: Individual and Community Health

Unit 2: Protection against disease

Topic: Clean body - Hands, Finger and toe nails

Lesson Title: Let's keep our hands, toes and finger nails clean

Content Standard: 3.2.2 Justify and demonstrate a range of every day health habits that will protect and promote personal health
Performance Standard: 3.2.2a Explain why it is important to keep hands, toes and finger nails and their body clean.

Lesson Objective: The students can explain how to keep their hands, toes and finger nails clean.

Resources/Materials: Omit, this has nothing to do with washing hands.

Knowledge	Skills	Attitudes / values
<ul style="list-style-type: none"> • How to keep hands ,toes and finger nails clean • Keep hands, finger and toe nails clean 	<ul style="list-style-type: none"> • Explain the importance keeping clean hands 	<ul style="list-style-type: none"> • Be careful of germs that causes sickness

Teacher's Notes

Clean hands, finger and toe nails
 Some health practices helps spread of diseases. People can improve and maintain healthy lifestyle by applying good health practices to avoid diseases and sickness
 Good health hygiene practices at school and home prevent the spread of sickness and promote good health.

Teaching and learning activities

- Activity 1: Keep our hands, toes and fingers clean.
- Activity 2: How do I keep my hands clean?

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 43

Strand 2: Individual and Community Health

Unit 2: Protection against diseases

Topic: Clean body - Hands, Finger and toe nails

Lesson Title: Life skill: Setting plans on grooming and cleanliness.

Content Standard: 3.2.2 Justify and demonstrate a range of every day health habits that will protect and promote personal health

Performance Standard: 3.2.2c Explain the need to keep clothes, beddings and towels clean.

Lesson Objective: The students can discuss the ways of self-grooming and cleanliness to promote *personal health*.

Resources/Materials:

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Self-grooming • Keeping clean • Personal health 	<ul style="list-style-type: none"> • Discuss self-grooming • Describe keeping clean • Describe how to promote personal health 	<ul style="list-style-type: none"> • Appreciate personal health • Value good health

Teacher's Notes

Personal grooming

Clean clothes are recommended for good personal appearance and good looks

Hair style makes a person look handsome/pretty in their outlook.

Clean body with refreshing odor is appealing when intermingling with others

Note has nothing to do with oral health.

Teaching and learning activity

Activity 1: Discuss personal grooming.

Activity 2: Ways to groom and clean self to promote health.

Activity 3: My personal outlook.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 44

Strand 2: Individual and Community Health

Unit 2: Protection against disease

Topics: Importance of hand washing with soap

Lesson Title: How and when to wash hands

Content Standard: 3.2.2 Justify and demonstrate a range of every day health habits that will protect and promote personal health

Performance Standard: 3.2.2 b Discuss when to wash hands such as before eating, preparing food after using the toilet

Lesson Objective: The students can demonstrate how and when to wash hands to promote personal healthy life.

Resource/Materials: Poster on hand washing

Knowledge	Skills	Attitudes / values
<ul style="list-style-type: none"> Wash hands before eating, before preparing food and after using the toilet Wash hands after touching animals, touching raw meat or fish 	<ul style="list-style-type: none"> Demonstrate health habits through washing of hands. Explain the need to wash hands 	<ul style="list-style-type: none"> Appreciate keeping clean hands Being responsible to wash hands all the time Become aware of potential dangers

Teacher's Notes	Actions that require using hands	
		Write Yes Or No
Washing hands: When to wash hands After using toilet Preparing food After touching raw food such as fish After eating a meal After playing and working	1. your hands and close your nose while sneezing and eating food	
	2. clapping hands	
	3. touching animals	
	4. watching TV	
	5. coughing	
	6. dirty finger nail	

Teaching and learning activities

Activity 1: Use warm water and soap for washing hands.

Activity 2: Identify common diseases caused by not washing hands.

Activity 3: Complete the table of when to wash hands.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 45

Strand 2: Individual and Community Health

Unit 2: Protection against diseases

Topics: Importance of hand washing with soap

Lesson Title: Steps of washing hands

Content Standard: 3.2.2 Justify and demonstrate a range of every day health habits that will protect and promote personal health

Performance Standard: 3.2.2b Discuss when to wash hands such as before eating, before preparing food, after using the toilet

Lesson Objective: By the end of the lesson the students can use proper hand washing techniques following hand washing steps to wash their hands.

Resource/Materials: Soap, towel, face towel, water bucket or dish

Knowledge	Skills	Attitude / Values
<ul style="list-style-type: none"> Hand washing Steps of hand washing 	<ul style="list-style-type: none"> Wash hands following the hand washing steps 	<ul style="list-style-type: none"> Show concern for safety Accept the need for rules and regulations Value hand washing

Teacher's Notes

Germs come from dirty hands and can cause serious disease. Hand washing is very important after doing activities that attract germs.

Steps/tips for hand washing

1. Wet your hands with water.
2. Put soap on your hands.
3. Rub both sides of your hands and in between your fingers.
4. Rinse in warm water.
5. Dry hands with a clean towel.
6. Turn the water off with the towel so you won't get your hands dirty again.

Song

Tune of "Row, row, row your boat".

Wash, wash, wash your hands,
germs go
down the drain. Rub and scrub, rub
and scrub, wash the germs away

Teaching and Learning activities

Activity 1: Products used for hand wash.

Activity 2: Steps of washing hand.

Activity 3: Personal plan when to wash hands.

Teacher's reflection/evaluation

.....
.....

Lesson for you to plan

Lesson 46

Strand 2: Individual and Community Health

Unit 2: Protection against Diseases

Topics: Importance of hand washing with soap

Lesson Title: Life skill: Practice hand washing with soap on 'Global Hand washing Day'

Content Standard: 3.2.2 Justify and demonstrate a range of every day health habits that will protect and promote personal health

Performance Standard: 3.2.2b Discuss when to wash hands such as before eating, before preparing food and after using toilet.

Lesson Objective: The students can observe the Global hand washing day with activities to promote it.

Resources/Materials: Posters and charts of Global hand washing day.

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> Global Hand washing Tips on hand washing Steps of washing hands Products to wash hands with. 	<ul style="list-style-type: none"> Observe the day Identify activities for hand washing Display the activities 	<ul style="list-style-type: none"> Appreciate importance of hand washing Being cautious of dirty hands Always remember to wash hands

Teacher's Notes

- Promote Global hand washing day
- Always wash hands before and after doing an activity.
- Use soap and water to wash hands
- Apply the six tips of hand washing

Teaching and learning activities

Activity 1: Identify products to wash hands.

Activity 2: Demonstrate when to wash hands

Activity 3: Doing posters for Global hand washing day.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 47

Strand 2: Individual and Community Healthy

Unit 3: Healthy Environment

Topics: Importance of hand washing with soap

Lesson Title: Personal plan on how to manage cleanliness

Content Standard: 3.2.3 Discuss the needs to care for homes and demonstrate actions to keep healthy.
Performance Standard: 3.2.3c Recommend ways to keep the homes neat and clean such as sweeping washing clothes and putting bedding out in sun for fresh air.

Lesson Objective: The students can develop personal plans on how to keep lean to promote good health

Resources/Materials:

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> Clean clothes ,bedding, towels Oral health Other aspects of cleanliness 	<ul style="list-style-type: none"> Plan how to keep clean the personal possessions free and clean from germs Describe how to clean them 	<ul style="list-style-type: none"> Value cleanliness Appreciate clean clothes, bedding and towel.

Teacher's Notes

Clothes are washed with clean water and soap. Rinsed well with water and put out on the clothes line to dry. Fold appropriately and pack away, in wardrobe or suitcases..
 Bedding and towels are encouraged to be washed once a month with clean water and soap. Thoroughly rinse with water and also dry out in the sun. It can be put away neatly. It is good to have more than one set of bedding and towel.

Teaching and learning activities

Activity 1: Discuss how to clean the bedding, clothes and towels.

Activity 2: Apply the steps on how to laundry clothes, towel and bedding and hang out to dry and fold and pack away.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 48

Strand 2: Individual and Community Health

Unit 2: Protection against Disease

Topics: Different types of teeth, oral health and maintain health

Lesson Title: My Mouth, gum and teeth

Content Standard: 3.2.2 Justify and demonstrate a range of every day health habits that will protect and promote personal health
Performance Standards: 3.2.2d Label the different types of teeth such as canines and molars and describe their different uses

Lesson Objective: By the end of the lesson, the children can identify parts of their mouth and state basic their functions.

Resource/Materials: Poster on the parts of the mouth.

Knowledge	Skills	Attitudes/Values
What's in the mouth? • Gum • Teeth • Tongue • Jaws • Lips	<ul style="list-style-type: none"> Identifying parts of mouth Describing parts of mouth Describe the basic functions of the parts of mouth. 	<ul style="list-style-type: none"> Children appreciate the functions of the parts of their mouth. Protect the mouth Look after the parts of the mouth.

Teacher's Notes

Adults have four types of teeth. Incisors have a straight, sharp edge for cutting and biting. Canines tear food with their pointy shape. Bicuspid and molars have a flat surface to grind food.

Teaching and learning activities

Activity 1: Identify the arrangement of the teeth on the gum.

Activity 2: Name the different types teeth.

Activity 3: Explain the uses of each type of teeth.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 49

Strand 2: Individual and Community Health

Unit 2: Protection against diseases

Topics: Different types of teeth, oral health and maintain health

Lesson Title: Uses of the different teeth

Content Standard: 3.2.2 Justify and demonstrate a range of every day health habits that will protect and promote personal health

Performance Standard: 3.2.2d Label the different types of teeth such as the canines and molars and their uses.

Lesson Objective: The children can identify and name the different types of teeth and their uses.

Resource/Materials: Poster of the teeth and its uses

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> Teeth arrangement Types of teeth Uses of teeth 	<ul style="list-style-type: none"> Identifying, naming correctly the types of teeth Describing the uses of teeth 	<ul style="list-style-type: none"> Appreciate having their teeth as arranged Being grateful of their teeth. Value their teeth

Teacher's Notes

- There are 20 primary teeth
- Lower incisors are usually the first teeth to erupt at about 6 months. All 20 primary teeth are usually in the mouth by about 2 years
- There are 32 permanent teeth including 4 wisdom teeth
- The first permanent teeth to erupt (usually at about 6 years) are the 4 first permanent molars behind the last primary teeth. Incisors erupt between 7 and 8 years

Teaching and learning activities

Activity 1: The importance of having a full set of teeth.

Activity 2: The types of teeth and their uses.

Activity 3: What can I do with my teeth to keep it strong?

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 50

Strand 2: Individual and Community Health

Unit 2: Protection against Disease

Topics: Different types of teeth, oral health and maintain health

Lesson Title: Life skills: How to look after my teeth, mouth and gum

Content Standard: 3.2.2 Justify and demonstrate a range of every day health habits that will protect and promote personal health

Performance Standard: 3.2.2d Label the different types of teeth such as the canines and molars and their uses.

Lesson Objective: The students can describe how to look after their teeth.

Resources/Materials: Sample of oral products/charts of oral problems

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Oral products • Oral problems and dental care 	<ul style="list-style-type: none"> • Describe how to look after teeth • Identify oral problems 	<ul style="list-style-type: none"> • Appreciate good teeth • Value good teeth • Being grateful to make sure teeth is well looked after

Teacher's Notes

Oral Health Overview. Good dental or oral care is important to maintaining healthy teeth, gums and tongue. Oral problems, including bad breath, dry mouth, canker or cold sores, tooth decay, or thrush are all treatable with proper diagnosis and care.

Teaching and learning activities

Activity 1: Practice how to brush teeth.

Activity 2: Check out the oral problem/care.

Activity 3: My Plan for oral health.

Teacher's reflection/evaluation

.....

Sample Guided Lesson 5

Lesson 51

Strand 2: Individual and Community Health **Unit 3:** Healthy Environment

Topic: Information on unsafe and unhealthy places

Lesson Title: Recommend ways to keep home, school, and community clean and safe

Content Standard: 3.2.3 Discuss the needs to care for their homes and demonstrate actions to keep them healthy

Performance Standard: 3.2.3c Recommend ways to keep the homes neat and clean such as sweeping, washing clothes and putting bedding out in the sun to air

Lesson Objective: By the end of the lesson the students can clean their house in and out and keep their home clean

Resource Materials: Charts and diagram of clean and neat home or classroom

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Neat and clean homes • Clean classroom • Flower beds • Cleaning the classroom 	<ul style="list-style-type: none"> • Identify the places to clean • Construct new flower beds and plant flowers • Explore and clean inside the classroom or house 	<ul style="list-style-type: none"> • Appreciate clean environment • Satisfied to see clean home • Take pride in looking clean a home • Cleanliness • beautification

Teacher's Notes

Clean and neat homes
Clean and neat classrooms

Teaching and learning activities

Lesson part	Teachers activities	Students activities																		
Introduction	Ask students how do you clean your home? Call out few students to give their opinion on how they help their family stay healthy	Oral Activity; Students give possible responses to the questions raised by the teacher.																		
Body	<p>Activity 1: Tell students to read the statements and write True or False in the correct column (answers: 1.True, 2.True 3. False 4.False 5.True)</p> <p>Three activities will be worked in groups.</p> <p>1: Let's look at ways to keep our homes clean. 2: Let's look at ways to keep our school clean. 3: Let's look at ways to keep clean our community clean.</p> <p>Activity 2: Present group work to the class. Give feedback and respond to each presentation</p>	<table border="1"> <thead> <tr> <th data-bbox="999 483 1241 517">Statement</th> <th data-bbox="1241 483 1337 517">True</th> <th data-bbox="1337 483 1455 517">False</th> </tr> </thead> <tbody> <tr> <td data-bbox="999 517 1241 701">1.You should take out the trash every day to keep mice and cockroaches away from your home.</td> <td data-bbox="1241 517 1337 701"></td> <td data-bbox="1337 517 1455 701"></td> </tr> <tr> <td data-bbox="999 701 1241 797">2. You should clean your bathroom more than once a month.</td> <td data-bbox="1241 701 1337 797"></td> <td data-bbox="1337 701 1455 797"></td> </tr> <tr> <td data-bbox="999 797 1241 904">3. Cleaning the home not everyone's job</td> <td data-bbox="1241 797 1337 904"></td> <td data-bbox="1337 797 1455 904"></td> </tr> <tr> <td data-bbox="999 904 1241 1059">4. Sweeping and removing rubbish around the house is not a healthy lifestyle</td> <td data-bbox="1241 904 1337 1059"></td> <td data-bbox="1337 904 1455 1059"></td> </tr> <tr> <td data-bbox="999 1059 1241 1160">5. Keeping your home clean helps to keep you healthy?</td> <td data-bbox="1241 1059 1337 1160"></td> <td data-bbox="1337 1059 1455 1160"></td> </tr> </tbody> </table>	Statement	True	False	1.You should take out the trash every day to keep mice and cockroaches away from your home.			2. You should clean your bathroom more than once a month.			3. Cleaning the home not everyone's job			4. Sweeping and removing rubbish around the house is not a healthy lifestyle			5. Keeping your home clean helps to keep you healthy?		
Statement	True	False																		
1.You should take out the trash every day to keep mice and cockroaches away from your home.																				
2. You should clean your bathroom more than once a month.																				
3. Cleaning the home not everyone's job																				
4. Sweeping and removing rubbish around the house is not a healthy lifestyle																				
5. Keeping your home clean helps to keep you healthy?																				
Conclusion	Write the answers on the blackboard/chart for students to mark their book. Check the students' answers to make sure they are correct. Briefly explain importance of having a clean home	Students exchange their work book with desk mate for marking Students listen attentively to the teacher explaining how important having a clean home is.																		

Teacher's reflection/evaluation

.....

.....

Lesson for you to plan

Lesson 52

Strand 2: Individual and Community Health **Unit 3:** Healthy Environment

Topic: Information on unsafe and unhealthy places

Lesson Title: Keeping toilet facilities clean

Content Standard: 3.2.3 Discuss the needs to care for their homes and demonstrate actions to keep healthy.

Performance Standard: 3.2.3a Gather and present information to show unsafe or unhealthy places in their homes or surroundings and propose ways of improving them.

Lesson Objective: The students can use the correct cleaning products and ways of maintaining the toilet facilities clean

Materials/Resources: Pictures of clean toilet both pit latrine and flash toilet.

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> Keeping toilet facilities clean 	<ul style="list-style-type: none"> Clean the toilets either pit or flash toilets around and inside them to maintain cleanliness 	<ul style="list-style-type: none"> Participate and cooperate well to maintain the toilet areas clean Appreciate the work done by cleaning the toilet facilities

<p>Teacher's Notes</p> <p>Cleaning products</p> <ul style="list-style-type: none"> Detergents Fresheners Soapy water Rags/gloves 	<p>Ways to clean toilet:</p> <ul style="list-style-type: none"> Sweep the toilet floors Wash the toilets with detergents Cut grass around the toilets (if pit latrine) Use soap, brush if raised seat Spray fresheners Use rags/gloves to wipe toilet seats
--	--

Teaching and learning activities

Activity 1: Appropriate cleaning products

Activity 2: Suggest ways to maintain toilet facilities

Activity 3: My plan of keeping my toilet clean

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 53

Strand 2: Individual and Community Health **Unit 3:** Healthy Environment

Topic: Information on unsafe and unhealthy places

Lesson Title: Life skill: Plan for every household to access proper waste disposal and sanitation facilities

Content Standard: 3.2.3 Discuss the needs to care for homes and demonstrate actions to keep homes healthy.

Performance Standard: 3.2.3a Discuss and present information to show safe and unhealthy places in their homes or propose ways of improving homes.

Lesson Objective: By the end of the lesson the students can collect rubbish and dispose in the correct the places

Resource/Materials: Rakes, Spades, empty 10kg rice bag to pick and put rubbish in - rubbish such as papers, tins, plastics, tree leaves etc.

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> Waste disposal at home 	<ul style="list-style-type: none"> Collect rubbish in and round homes and school grounds Dispose the rubbish in the correct places 	<ul style="list-style-type: none"> Actively participate and cooperate in working as a team. Value the work performed in maintaining cleanliness.

<p>Teacher's Notes</p> <p>Students will be taken out to collect rubbish and dispose at the right place.</p>	<p>Students will collect rubbish such as:</p> <ul style="list-style-type: none"> cardboards and thin cards paper, envelopes and junk mail newspapers and magazines plastic bottles, pots and tubs metal tins, clean foil and cans glass bottles and jars food and drink cartons
--	--

Teaching and learning activities

Activity 1: Let's collect rubbish in a bag.

Activity 2: Let's classify the rubbish for burning and burying them.

Activity 3: What should I do with my rubbish?

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 54

Strand 2: Individual and Community Health **Unit: 3** Healthy Environment

Topic: Ways to keep home neat and clean

Lesson Title: Fresh air and light facilities in a healthy home

Content Standard: 3.2.3 Discuss the needs to care for their homes and demonstrate actions to keep them healthy.
Performance Standard: 3.2.3b Describe how fresh air and light contribute to making the home healthy.

Lesson Objective: By the End of the Lesson the students can; create space for air to circulate in card board model house.

Resource Materials: Lower Primary Health Teachers Guide

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Air circulation is fresh air • Light facilities 	<ul style="list-style-type: none"> • Creating air space 	<ul style="list-style-type: none"> • Caring for healthy living/home • Appreciate fresh air for breathing

Teacher's Notes

All human beings use fresh air (oxygen) to keep their bodies working and to move around. Their muscles need oxygen for energy. Hospitals give oxygen to patients who are short of breath. Some pilots and mountain climbers need to breathe oxygen from special tanks in order to travel at high altitudes where the air is too thin to breathe. Divers need tanks containing oxygen so that they can spend time exploring underwater.

Therefore good fresh air in the environment where we live is considered important. It is recommended that every houses built has to have space provided to cater for fresh air. The model house should provide space for fresh air.

Microsoft ® Encarta ® 2008. © 1993-2007 Microsoft Corporation. All rights reserved.

Teaching and learning activities

Activity 1: Let’s draw a model house with space for air.

Activity 2: Explain why have space for air in homes.

Activity 3: Describe or Display or a model of a house with good air ventilation or circulation.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 55

Strand 2: Individual and Community Health

Unit 3: Healthy Environment

Topic: Ways to keep home neat and clean

Lesson Title: Life skills - My dream home with proper facilities to give comfort.

Content Standard: 3.2.3 Discuss the needs to care for homes and demonstrate actions to keep healthy.
Performance Standard: 3.2.3c Describe how fresh air and light contribute to making the dream home a healthy place comfortable for living.

Lesson Objective: By the End of the Lesson the students can; list importance of light at homes.

Resource/Materials: Lower primary Health Teachers Guide

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Importance of light at homes • Importance of fresh air • Enough space for living 	<ul style="list-style-type: none"> • Describe what light does at home. • Explain importance of fresh air • Describe the need for space. 	<ul style="list-style-type: none"> • Appreciate light, in dark places. • Being cautious of the need of air

Teacher's Notes

People and other animals can see because there is light. Light is a form of energy. The sun is a very important source of light energy. Without the light energy from the sun, there would be no plants or animals on the Earth's surface. All places would be in the dark. In the house there should space created for light such as windows, doors, so that there's enough light. At night provide lantern, torch or electricity light or doing things such as homework or cooking food.

Teaching and learning activities

Activity 1: What will happen if there is no light?

Activity 2: Fresh air is important for breathing.

Activity 3: Enough space for other things in the house.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 56

Strand 2: Individual and Community Healthy **Unit 3:** Healthy Environment

Topic: Clean homes, clothes, beddings and towels

Lesson Title: A clean home

Content Standard: 3.2.3 Discuss the needs to care for homes and demonstrate actions to keep healthy.

Performance Standard: 3.2.3c Describe how fresh air and light contribute to making the home healthy.

Lesson Objective: The students can discuss ways of how to care for a clean home.

Resources/Materials: Junior Primary Health Syllabus

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Clean surrounding around the house • Has good water and fresh air. • Flower beatification • Clean house hold facilities such as beds and windows 	<ul style="list-style-type: none"> • Discuss how to care for the clean home • Describe ways of clean their house 	<ul style="list-style-type: none"> • Appreciate clean house • Values good hygiene practice

Teacher's Notes

A healthy home is one which considers good health and hygiene and practices. This happens where all that is in the home promotes good health and lifestyle and is free from all forms of diseases and sickness. Making sure that the household facilities are clean and free from dirt and germs to avoid the spread of infections. Windows are clean; beds are properly made neatly, kitchen facilities clean and comfortable sitting facilities.

Teaching and learning activities

Activity 1: Discuss how to care for the clean home.

Activity 2: Arrange to clean the classroom windows or in and around classroom itself if there are no windows.

Activity 3: Do a cleaning house chore and give a recount on how the chore was done to the class.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 57

Strand 2: Individual and Community Health

Unit 3: Healthy environment

Topics: Clean homes, clothes, beddings, and towels

Lesson Title: Keeping our clothes, beddings and towels clean

Content Standard: 3.2.2 Justify and demonstrate a range of every day health habits that will protect and promote personal health.

Performance Standard: 3.2.2c Explain the need to keep clothes, bedding and towels clean.

Lesson Objective: The students can explain the importance of keeping clothes, beddings and towels clean.

Resources/Materials: Posters outlining hygiene messages, Flash cards with names and pictures of diseases

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Clean clothes • Clean beddings • Clean towels 	<ul style="list-style-type: none"> • Explain the importance of keeping clean • Describe how to keep clean 	<ul style="list-style-type: none"> • Appreciate living in a clean home • Value personal health

Teacher's Notes	
<ul style="list-style-type: none"> • Importance of washing clothes, towels and bedding • Prevent skin diseases such as scabies, grille, white spot, Itchiness • Skin diseases can be infectious meaning it can be passed on to others who uses the same towel, clothes or bedding with you. It is very important to use your own clothes, towels and bedding. 	<ul style="list-style-type: none"> • Cleanliness is very important to avoid skin diseases. Cleaning and washing of towels, clothes and bedding is important to prevent skin disease. • For good warmth, smell and comfort • Clean bedding will not accommodate bedbugs and other insects

Teaching and learning activities

Activity 1: Identify what is in the dirty hands. Pass flash cards with names of diseases

Activity 2: What causes skin diseases - the importance of keeping themselves free from those skin diseases on the flash cards?

Activity 3: Explain the importance of keeping clean clothes, towels and beddings.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 58

Strand 2: Individual and Community Health

Unit 3: Healthy Environment

Topic: Clean homes, clothes, beddings and towels

Lesson Title: Life skills: Decision making to avoid others from using your towel.

Content Standard: 3.2.3 Discuss the needs to care for t homes and demonstrate actions to keep healthy.

Performance Standard: 3.2.3c Recommend ways to keep the homes neat and clean such as sweeping, washing clothes and putting beddings out in the fresh air.

Lesson Objective: The students can explain that towels will not be shared to prevent the spread of diseases.

Resources/Materials: List of possible diseases from the spread of towels and others on the chart .

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> Avoid visitors sharing towels Spread of disease from one to another person. 	<ul style="list-style-type: none"> Explain that sharing towels will spread diseases from one to another Prevent the spread of disease 	<ul style="list-style-type: none"> Appreciate clean towels Being careful not to share towels Being conscious of health values

Teacher's Notes

Towels can **spread** germs, for example if you **share towels**. These are often harmless, but some can cause **infection**,

particularly as people are more important than clothes washing and of **preventing** most infections.

Prevent and **stop spread** of germs by practicing good personal hygiene at home, ...the **spread** of skin infections such as

scabies is unhygienic.it is important to **avoid sharing towels** or other personal items that can easily spread skin diseases....

Teaching and learning activities

Activity 1: Give the reasons of not sharing the towels with others.

Activity 2: Name infectious diseases that easily spread from one person to another through sharing of towels or other clothing item.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 59

Strand 2: Individual and Community Health **Unit 3:** Healthy environment

Topic: Sleep and rest are important

Lesson Title: Why my body needs to grow up healthy

Content Standard: 3.2.3 Discuss the needs to care for homes and demonstrate actions to keep healthy.

Performances Standard: 3.2.3c Recommend ways to keep the homes neat and clean such as sweeping, washing clothes and putting beddings out in the fresh air.

Lesson Objective: The students can identify and list the reasons why the body needs to grow healthy.

Resources/Materials:

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Need for healthy body • Food • Hygiene practices • Safe and free from diseases • Reasons for a healthy body • Healthy life style 	<ul style="list-style-type: none"> • Identify the reasons for healthy body • List the ways the body can grow healthy body 	<ul style="list-style-type: none"> • Appreciate healthy body • Value healthy personal body

Teacher's Notes

The human body is a system that needs to be well looked after to be healthy and free from diseases. The approaches taken for the body to be healthy depends upon an individual person who is responsible for his/her/his own health.

Healthy and nutritious food is recommended for eating to keep up with good health.

All other health practices such as the food hygiene, other health hygiene and other factors such as fresh fruits, growth food for body building and water are for body system to function.

Teaching and learning activities

Activity 1: Identify the reasons for healthy body.

Activity 2: List the ways the body can grow up healthy.

Activity 3: In pairs discuss your plan for healthy body.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 60

Strand 2: Individual and Community Health

Unit 3: Protection against Disease

Topic: Sleep and rest are important

Lesson Title: Life skill: Effective communication - discuss avoid restless sleep/Enough sleep and rest

Content Standard: 3.2.3 Discuss the needs to care for their homes and demonstrate actions to keep them healthy.

Performances Standard: 3.2.3c Explain why sleep and rest are important for proper growth and good health.

Lesson Objective: The students can discuss the need for enough sleep and rest.

Resources/Materials: Include or discard

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Good rest for the body • Refresh the body from work • Enough sleep for the body after work • Sleep restores body energy and strength 	<ul style="list-style-type: none"> • Discuss the reasons for enough sleep and rest. • Describe disadvantage of lack of rest and sleep. 	<ul style="list-style-type: none"> • Appreciate sleep and rest for good health.

Teacher's Notes

The human body is a system that needs proper maintenance to function. It needs good food, air and water to keep the body to be physically fit. It is also important to know that the body will not be overused for work without proper rest and sleep. If in the case where the body becomes over used it breaks down and the person becomes ill and cannot function.

Teaching and learning activities

Activity 1: Let's list the reasons for sleeping.

Activity 2: Good rest is good for healthy body.

Activity 3: My story for a restless night.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 61

Strand 2: Individual and Community Health **Unit 4:** Health Services

Topic: Health Products used at home

Lesson Title: Labels and packages of home care products

Content Standard: 3.2.4 Explain how health products and people in the community help to promote health in the home.
Performance Standard: 3.2.4a Identify health products used at home and make a display of empty health product containers, labels and packages.

Lesson Objective: By the end of the lesson the students can clearly display the labels and packages of home care products.

Resource/Materials: Concrete materials – empty packets, containers of soap, detergent etc.)

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> Classify the health products into two groups - modern and traditional. Cut out their labels or samples of health products. 	<ul style="list-style-type: none"> Classification and organization of labels and samples of health products, both traditional/modern for display. 	<ul style="list-style-type: none"> Appreciate the availability of health products and their wise uses to promote health.

Teacher's Notes
<p>Insert notes (Home care products)</p> <p>Health Products at school</p> <ol style="list-style-type: none"> Oral health products Dettol Air freshener Weighing scale Towels Bath soap First aid kit Thermometer Bed at school for rest Wheel chair

Teaching and learning activities

Activity 1: Explore the health products used at schools

Activity 2: Display labels of health products

Activity 3: Match the correct uses with the correct health product.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 62

Strand 2: Individual and Community Health **Unit 3:** Healthy Environment

Topic: Health Products used at home

Lesson Title: Explore the basic essential home health products

Content Standard: 3.2.4 Explain how health products and people in the community help to promote health in the home.

Performance Standard: 3.2.4b Discuss the uses of various health products used at home.

Lesson Objective: By the end of the lesson the students can identify the health products and how they are used wisely at home to promote health.

Resources/Materials: List of the products on the chalk board.

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> Home health care products to promote health at home The uses of health products 	<ul style="list-style-type: none"> List and describe home care product and their uses Role play the use of health products such as tooth paste, detergent, hair shampoo, cream or oil to identify their purpose and impact on health 	<ul style="list-style-type: none"> Appreciate the availability of health products and people Care for their homes and house hold products Keep homes clean and free from dirt and illnesses Value the benefits of health care products and illness free homes

Teacher's Notes

Health Products

- | | |
|--|---|
| <ul style="list-style-type: none"> Soap to cleanse the body Detergent to clean dishes, floors and toilets Brooms to sweep dust and dirt Mosquito nets to protect people from mosquitoes and other insects. Table cloth and tea-towels to cover food to keep flies and insects away. | <ul style="list-style-type: none"> Combs, shampoo, creams and oil for hair grooming and to keep head free from dandruff and lice Towels to dry hands and body Tooth brushes and Colgate for clean teeth and fresh breath. Local herbs and clinic medicine to treat wounds and illness |
|--|---|

Teaching and learning activities

Activity 1: List the health products.

Activity 2: Match the products to their uses.

Activity 3: Illustrate the item that protects you from mosquitoes.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 63

Strand 2: Individual and Community Health **Unit 4:** Health Services

Topic: Uses of various health products

Lesson Title: Uses of home health care products

Content Standard: 3.2.4 Explain how health products and people in the community help to promote health in the home.

Performance Standard: 3.2.4a Identify health products used at home and make a display of empty health product containers, labels and package

Lesson objective: The students can identify and describe the different uses of home care health products used in their homes.

Resources/Materials:

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Uses of health care products • Keeping body clean • Oral health and hygiene • For disease prevention • For first aid purpose at home 	<ul style="list-style-type: none"> • Identify the uses of health products • Match the products to the uses of them. 	<ul style="list-style-type: none"> • Precaution how to use them • Appreciate the uses of these products

Teacher's Notes

Health care supplies needed

- Alcohol swabs.
- Disposable gloves (med and lg)
- Band aids.
- Gauze bandages and wrap.
- Medical tape (reg. and paper)
- Ace bandages.
- Soap

Teaching and learning activities

Activity 1:List of health care products

Activity 2: Describe their uses to promote health

Activity 3: Explain what product is used for sore.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 64

Strand 2: Individual and Community Health **Unit 4:** Health Services

Topic: Uses of various health products

Lesson Title: Life skill: To use soap and water after toilet.

Content Standard: 3.2.4 Explain how health products and people in the community help to promote health in the home.

Performance Standard: 3.2.4b Discuss the uses of various health products used at home

Lesson Objective: The students can explore how health products promote health in the community

Resources/Materials: Pictures and labels of health products, Axion for dish washing, tissues/wipes, soap/basin

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> How to use water in dish for hand washing How to wash hands 	<ul style="list-style-type: none"> Explore health products Ways to use health products to promote health 	<ul style="list-style-type: none"> Good hygiene Making decisions to use proper health products.

Teacher's Notes

- Illustration of using soap to wash hands.

Teaching and learning activities

Activity 1: Identify products to wash hands.

Activity 2: List the reasons to keep the hands clean.

Activity 3: Let's draw the hand wash.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 65

Strand 2: Individual and Community Health **Unit 4:** Health Services

Topic: Local herbs used as medicine for health

Lesson Title: Uses of local herbs

Content Standard: 3.2.4 Discuss the need to care for their homes and demonstrate actions to keep them healthy.

Performance Standard: 3.2.4c Describe some local leaves, roots and fruits used as medicine to assist in personal cleanliness and health.

Lesson Objective: The students can explain the uses of local herbs which are used for healing diseases.

Resource/Materials: Lower Primary Health Teachers guide

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> Herbs are plants that has medicinal properties that can cure illnesses and treat wounds such as aloe vera, noni, guava leaves, 'salat', moringa, sikamo leaves, etc 	<ul style="list-style-type: none"> Displaying and classifying herbs Describe each herb and what illness it cures Role play applying herbs to identify their purpose and impact to health 	<ul style="list-style-type: none"> Value herbs as important to them Be responsible for their own health

Teacher's Notes

Herbs are local medical remedies or cure to use during the time of sickness such as aloe vera, noni, guava leaves, 'salat', moringa, sikamo leaves, pawpaw leaves and flowers, etc

Teaching and learning activities

Activity 1: Display the local herbs a

Activity 2: Describe each herb and what illness it cures

Activity 3: Role play applying moringa or pawpaw leaves for cure in pairs

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 66

Strand 2: Individual and Community Health **Unit 4:** Healthy Services

Topic: Local herbs used as medicine for health

Lesson Title: Apply appropriate herbs as medicine for illness

Content Standard: 3.2.4 Explain how health products and people in the community help to promote health in homes.

Performance Standard: 3.2.4c Identify and describe some local leaves, roots and fruits used as medicine to assist in personal cleanliness and health.

Lesson Objective: The students can apply appropriate local herbs used as medicine for illness

Resources/Materials: Lower Primary Health Teachers Guide

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> Local herbs - medicine for Headache Stomach ache Flu, Cough, Malaria Diahorrea, TB, Diabetes Sores /cuts, stroke, heart burn Grille, injuries 	<ul style="list-style-type: none"> Identify the illness for cues Describe the use of this herb Application of herbs as medicine to illness 	<ul style="list-style-type: none"> Apply with care Appreciate its uses

Teacher's Notes

The local herbs are useful for healing illness that comes our way.

There are number of certain herbs in the community to be used for curing certain illness.

Warning Information

It is important to be certain about the use of herbs.

Identify and confirm the herbs before resorting to apply to any mild illness or diseases. If not certain please refrain from the use of the herbs If causes additional problems.

Teaching and learning activities

Activity 1: Identify the illness for cure.

Activity 2: Describe the use of this herb.

Activity 3: Application of herbs as medicine to illness.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 67

Strand 2: Individual and Community Health **Unit 4:** Health Services

Topic: Roles of Health Workers **Lesson Title:** Roles of Health Workers

Content Standard: 3.2.4 Explain how health products and people in the community help to promote health in homes.
Performance Standard: 3.2.4d Describe the roles of health workers and community members who promote healthy homes.

Lesson Objective: The students can identify and discuss the roles of the Health Worker in the community.

Resources/Materials: Health posters, pamphlets, booklets, charts and leaflets.

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Roles of Health Worker • Attend to sick patients • Promote awareness of health Education in the community • Identify appropriate medication to patients 	<ul style="list-style-type: none"> • Identify roles of health workers • Discuss the role of the health worker 	<ul style="list-style-type: none"> • Show kindness to the health worker • Appreciate work of health worker

Teacher's Notes

The Health Worker is someone with health knowledge and lives and work with the community The Health Worker attends to such situation such as;

1. Attending to the sick and supplying medicine
2. Raise awareness of health issues
3. Organize Immunization clinics
4. Assisting mothers in child birth
5. Do referral for patients to main hospitals

Teaching and learning activities

Activiy 1: Identify and discuss roles of health workers.

Activity 2: Who is my Health worker?

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 68

Strand 2: Individual and Community Health **Unit 4:** Health Services

Topic: Roles of Health Workers **Lesson Title:** People who promote health

Content Standard: 3.2.4 Explain how health products and people in the community help to promote health in homes.

Performance Standard: 3.3.4d Describe the roles of health workers and community members who promote healthy homes.

Lesson Objective: The students will be able to identify people who promote health in the community.

Resources/Materials: Health posters, pamphlets, booklets, charts and leaflets.

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • People who promote health. • Nurse, Community health Workers • Doctors, Aid post Orderly • Dentist, midwife 	<ul style="list-style-type: none"> • Identify health workers in the community • Describe what each health worker does 	<ul style="list-style-type: none"> • Understanding the roles of the health workers • Recognition of the tasks performed by health workers.

Teacher's Notes

People who promote health

Health workers have specific roles to perform to promote health in their capacity for example: A doctor attends to cases that cannot be dealt with by an aid post orderly or a nurse. Even a doctor is also specialized in a specific health problem or sickness to address. A dentist deals with problems of the mouth and teeth and a midwife is in the area of child birth or delivery.

Teaching and learning activities

Activity 1: The work of a nursing aid.

Activity 2: Who else helps the doctor to attend to the sick?

Activity 3: What is the work of the dentist?

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 69

Strand 2: Individual and Community Health **Unit 4:** Health Services

Topic: Roles of Health Workers

Lesson Title: Life skill: Awareness to community to look after health workers.

Content Standard: 3.2.4 Explain how health products and people in the community help to promote health in homes

Performance Standard: 3.2.4d Describe the roles of health workers and community members who promote healthy homes

Lesson Objective: The students can do awareness to the community members to look after the health workers.

Resources/Materials: Grade 3-5 Health Teachers Guide

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Health worker safety • Family and others • Assist with the welfare of the health worker • Community members assist in kind to support their needs. 	<ul style="list-style-type: none"> • Discuss the safety need of the health worker • Describe ways to assist the health worker 	<ul style="list-style-type: none"> • Active involvement in group and community decision making • Awareness and participation of personal values and attitudes

Teacher's Notes

Awareness for safety and protection for health worker in the community is important. The health workers are the ones who can support the community in terms of assisting people who have serious health problems with medication. If the services is disturbed then those with need will walk long distances in the hope of receiving help only to find disasters resulting in death.

Therefore, the community members must take responsibility to make sure that everything to do with the Health worker is well protected and safeguarded for the benefit of the people in the community.

Teaching and learning activities

Activity 1: Discuss the safety need for the health worker

Activity 2: Describe ways to assist the health worker

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 70

Strand 3: Nutrition

Unit1: Food and growth

Topic: Importance of eating healthy foods

Lesson Title: Importance of eating healthy foods

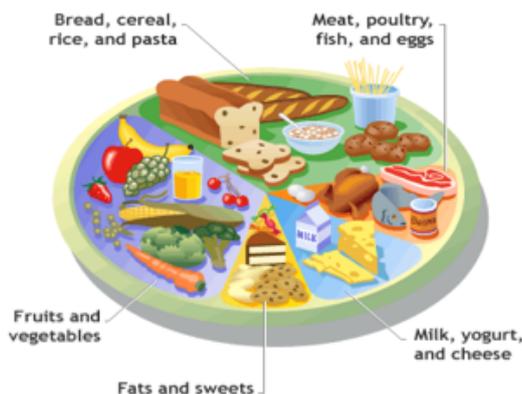
Content Standard: 3.3.1 Understand the value of foods and know how to prepare a healthy diet and demonstrate good eating habits
Performance Standard: 3.3.1a List the main ideas presented by a guest speaker on the importance of eating healthy food

Lesson Objective: The students can identify the importance of eating local healthy food in their diet.

Resources/Materials: Chart of local food.

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> Local food is healthy Local food is fresh and tasty to eat Local food more cost effective and greener 	<ul style="list-style-type: none"> Identify local food Put food into food groups 	<ul style="list-style-type: none"> Appreciate eating the local food Understand the value of food for the body

Teacher's Notes



Teaching and learning activities

Activity 1: Identify local foods.

Activity 2: Put them into their food groups.

Activity 3: Let's name our favorite food.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 71

Strand 3: Nutrition

Unit 1: Food and Growth

Topic: Importance of eating healthy foods

Lesson Title: Life skills: Benefits of eating healthy food

Content Standard: 3.3.1 Understand the value of foods and know how to prepare a healthy diet and demonstrate good eating habits.
Performance Standard: 3.3.1a List the main ideas presented by a guest speaker on the importance of eating healthy food.

Lesson Objective: By the end of the lesson the students can identify healthy foods and its benefits to the body.

Resource/Materials: Food chart

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> The healthy food Selection of good healthy food Benefits of healthy food 	<ul style="list-style-type: none"> Preparing balance meal Eating healthy food Choosing healthy food 	<ul style="list-style-type: none"> Appreciate preparing and eating balance Consider eating a meal Eating a balance meal

Teacher's Notes

- Quality selection of food from the food groups for preparation of a meal (breakfast, lunch, dinner).
- Consider fresh food from the garden than processed food.
- Avoid eating one kind of the food from the food groups.
- The benefit of healthy food helps to grow up healthy, prevents diseases and gives you strength and energy.

Teaching and learning activities

Activity 1: Identifying healthy food.

Activity 2: Group the food.

Activity 3: What is the benefit of eating these food?

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 72

Strand 3: Nutrition

Unit 1: Food and Growth

Topic: Importance of regular meals and food nutrients

Lesson Title: Daily meal and food nutrients

Content Standard: 3.3.1 Understand the value of food and know how to prepare a healthy diet and demonstrate good eating habits.

Performance Standard: 3.3.1b Explain the importance of regular meals and discuss daily meal requirements for family members such as pregnant mothers, babies, and older people.

Lesson Objective: The students can identify and list different healthy food for a meal.

Resource/Materials: Nutrition, (2010). Encyclopedia Britannica, Food chart

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Different food groups • Meals • Breakfast,lunch,dinner 	<ul style="list-style-type: none"> • Selecting variety of food for a healthy balanced meal 	<ul style="list-style-type: none"> • Appreciate food for meals

Teacher's Notes

Food can be divided into four groups according to the nutrients they contain. Bread, cereal, rice, and pasta are important sources of carbohydrates, which provide energy. Fruits and vegetables provide vitamins, minerals, and fiber—nutrients that prevent disease.

Food that come from animals, such as meat, poultry, fish, eggs, and dairy products, are a good source of protein used to build and repair body parts. Fatty food, such as butter, and sweets, including candy and cookies, provide few nutrients and should be eaten in tiny amounts.

Teaching and learning activities

Activity 1: Food and daily meals.

Activity 2: Nutrients contained in the food eaten for each meal.

Activity 3: What's in my breakfast?

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 73

Strand 3: Nutrition

Unit 1: Food and Growth

Topic: Importance of regular meals and food nutrients

Lesson Title: Planning a regular meal

Content Standard: 3.3.1 Understand the value of food and know how to prepare a healthy diet and demonstrate good eating habits.

Performance Standard: 3.3.1b Explain the importance of regular meals and discuss daily meal requirements for family members such as pregnant mothers, babies, and older people.

Lesson Objective: The students can identify and list different healthy food for a meal.

Resources/Materials: Posters, brochures, pamphlets

Knowledge	Skills	Attitudes/Values
<p><i>Different food groups</i></p> <ul style="list-style-type: none"> • Energy food • High energy food • Protein food • Regular meals • Protective food • Breakfast/lunch/dinner 	<ul style="list-style-type: none"> • Selecting varieties of food for a healthy balanced meal 	<ul style="list-style-type: none"> • Appreciate food for meals • Understanding the food value.

Teacher's Notes

The importance of eating quality breakfast and lunch is very important for all. This helps to give enough energy and strength to carry out the day's activity. It is recommended also to consider having each of the food from the four food groups so that the meal balances the nutrients that are required by the body to keep fit and healthy.



Teaching and learning activities

Activity 1: Put food into the food groups.

Activity 2: Select suitable food for a meal whether it is breakfast/lunch/dinner.

Activity 3: What's packed in my lunch?

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 74

Strand 3: Nutrition

Unit 1: Food and Growth

Topic: Quality of food is important than quantity of food

Lesson Title: Life skills: Making informed choices on food in a meal

Content Standard: 3.3.1 Understand the value of food and know how to prepare a healthy diet and demonstrate good eating habits.

Performance Standard: 3.3.1c Analyze their daily meals and discuss why quality is more important than quantity in relation to good health and growth.

Lesson Objective: By the end of the lesson the students can identify and make a healthy food choice in all their meals.

Resources/Materials: Lower Primary Health Teachers Guide

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Food in a meal • The healthy food in a meal • Choices of food in a meal. 	<ul style="list-style-type: none"> • Choosing healthy food in a meal • Preparing balanced meal • Eating healthy food • Make an informed choice on healthy food in a meal. 	<ul style="list-style-type: none"> • Value Appreciate preparing and eating balance • Consider eating healthy meals and have a healthy body • Eating balanced meal

Teacher's Notes

Healthy food is considered to be eaten in all meals.

Healthy eating is good for a healthy body and life. Do not skip a meal and double up the portion of food to make up for it because it is not healthy to do such. Eat a meal at the right time so your body functions well to the amount of work it does.

Student with sufficient information on the healthy food in a meal they observe and practice ways to choose nutritious food and snacks over those less nutritious. They can also make informed choice and being able to communicate well to educate others in choosing the healthy food in a meal.

Teaching and learning activities

Activity 1: Let's identify quality food for meal preparation.

Activity 2: Let's prepare a balanced meal.

Activity 3: What is on my plate for dinner?

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 75

Strand 3: Nutrition

Unit 1: Food and Growth

Topic: Quality of food is important than quantity of food

Lesson Title: Nutritional requirement in a meal

Content Standard: 3.3.1 Understand the value of food and know how to prepare a healthy diet and demonstrate good eating habits.
Performance Standard: 3.3.1c Analyze their daily meals and discuss why quality is more important than quantity in relation to good health and growth.

Lesson Objective: The students can explore the nutritional requirement in a meal.

Resource/Materials: Food and things needed for the balance meal.

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> Nutrients in food A nutritious meal 	<ul style="list-style-type: none"> Explore the nutrients in food Plan a nutritious meal 	<ul style="list-style-type: none"> Appreciate nutrients in food Accept the nutritious meal Value what makes up a nutritious meal

Teacher's Notes	
<p>What are the six basic nutrients?</p> <p>1. Carbohydrates 4. Vitamins 2. Proteins 5. Minerals 3. Fats 6. Water</p> <p>These nutrients are found in found that are grouped into the four food groups.</p> <p>1. <u>What is a meal?</u> An amount of food eaten at one time. The meals eaten in a day are Breakfast in the morning, Lunch during the day and Dinner in the evening. Healthy snacks can be eaten in between the main meals</p>	<p>2. <u>What are nutritional requirements?</u> The nutritional requirements of a meal is to give the body the right amount of nutrients so that the body can be healthy.</p> <p>3. <u>How much should we eat?</u> The amount of food you need depends on your age, how active you are, whether you are male or female and what condition your body is in, for example. Pregnant mothers, breast feeding mothers, and persons recovering from an illness need more food.</p>

Teaching and learning activities

Activity 1: Explore the nutrients in the food

Activity 2: Discuss and plan a nutritious a meal (Lunch)

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 76

Strand 3: Nutrition

Unit 1: Food and Growth

Topic: Quality of food is important than quantity of food

Lesson Title: Planning a balanced meal

Content Standard: 3.3.1 Understand the value of food and know how to prepare a healthy diet and demonstrate good eating habits.

Performance Standard: 3.3.1c Analyze their daily meals and discuss why quality is more important than quantity in relation to good health and growth.

Lesson Objective: By the End of the Lesson the students can select one food item from each food group for their meal.

Resource/Materials: Food Group Chart. **Nutrition.** (2010), Encyclopedia Britannica

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> Balance Meal Food that contains basic nutrients such as: protein, energy, vitamins and minerals 	<ul style="list-style-type: none"> Select food Group the food into their nutritional values 	<ul style="list-style-type: none"> Respecting your body. Appreciate food which is nutritious. Believing in balanced meal for Healthy growth

Teacher's Notes

1. What is a balanced meal?

A balanced meal is contains food from the four food groups.

2. What are the four food groups?

The four food groups are; High Energy Food, Energy Food, Protective Food and Body Building food.

A meal must be planned so that it contains food from each of the food groups. A person must get enough nutrients into his body for growth, energy and protection against sicknesses.

People who do not have enough food and not enough nutrients to make the body grow,, stay healthy and have enough energy may suffer from under nutrition.

Teaching and learning activities

Activity 1: Discuss food from the food groups suitable for a meal.

Activity 2: Identify a time for meal (Example: Lunch) and select food for the meal.

Activity 3: Who prepares my meals?

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 77

Strand 3: Nutrition **Unit 1:** Food and Growth

Topic: Problems related to eating

Lesson Title: Health Problems when having too much food

Content Standard: 3.3.1 Understand the value of food and know how to prepare a healthy diet and demonstrate good eating habits.
Performance Standard: 3.3.1c Analyze their daily meals and discuss why quality is more important than quantity in relation to good health and growth.

Lesson Objective: The students can identify health problems associated to having too much food

Resources/Materials: Lower primary Health teachers Guide

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Healthy servings • Health problems (tooth decay - sweets) • (overweight - energy foods) (diabetes - sugars) 	<ul style="list-style-type: none"> • Discover healthy servings of food in a meal • Discover health problems resulting from over eating 	<ul style="list-style-type: none"> • Appreciate and accept healthy servings of food in a meal. • Appreciate healthy eating • Value self-control in eating

Teacher's Notes

What happens when you over eat food? Food is good for the body for growth, energy and protection against sicknesses. But when not enough is eaten or more than enough is eaten then there will be health problems that will be faced.

Health problems when too much food is taken.

- Being overweight
- Tooth decay
- Developing heart problems

Teaching and learning activities

Activity 1: Identify the amount of serving of food for a meal for different groups of people.

Activity 2: Let's find out about health problems when eating too much food.

Activity 3: Ways we can solve this problem

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 78

Strand 3: Nutrition

Unit 1: Food and Growth

Topic: Problems related to eating

Lesson Title: Life skills: Making informed choices in choosing food

Content Standard: 3.3.1 Understand the value of foods and know how to prepare a healthy diet and demonstrate good eating habits.

Performance Standard: 3.3.1d Analyze their daily meals and discuss why quality is more important than quantity in relation to good health and growth.

Lesson Objective: By the end of the lesson the students can identify and make a healthy food choice in all their meals.

Resources/Materials: Lower primary health Teacher Guide

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> The healthy food in a meal Choices of food in a meal Meal planning 	<ul style="list-style-type: none"> Choosing healthy food in a meal Planning and preparing balanced meal Eating healthy food Make an informed choice on healthy food in a meal 	<ul style="list-style-type: none"> Value and appreciate preparing and eating balanced meal Value eating healthy meals and have a healthy body

Teacher's Notes

Healthy food is considered to be eaten in all meals.

Healthy eating is good for a healthy body and life. Do not skip a meal and double up the portion of food to make up for it because it is not healthy to do such. Eat a meal at the right time so your body functions well to the amount of work it does.

Meals with a selection of nutritious foods can best supplement foods that are less nutritious or which have low nutritional value.

They can also make informed choice and being able to communicate well to educate others in choosing the healthy food in a meal.

Teaching and learning activities

Activity 1: Let's identify quality food for meal preparation.

Activity 2: Let's prepare a balanced meal.

Activity 3: What is on my plate for dinner?

Teacher's reflection/evaluation

.....

.....

Lesson for you to plan

Lesson 79

Strand 3: Nutrition

Unit 1: Food and Growth

Topic: Places where food is obtained

Lesson Title: Let's identify the sources of food

Content Standard: 3.3.1 Understand the value of foods and know how to prepare a healthy diet and demonstrate good eating habits.

Performance Standard: 3.3.1d Brainstorm and list places such as the garden, store, markets and bushes where healthy foods can be obtained and group them into appropriate groups.

Lesson Objective: The students can identify where they obtain their food for meals.

Resources/Materials: Lower primary health Teacher Guide

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Food from the store • Food from the market • Food from the sea • Food from the bush 	<ul style="list-style-type: none"> • Identify foods from different sources • Discuss how the food is obtained 	<ul style="list-style-type: none"> • Appreciate food • Enjoy the food • Share the food with others

Teacher's Notes

Seafood is a good source of protein, which helps your body to grow and repair

Food from the store:

Bakery and Bread. Meat and Seafood. Pasta and Rice. Oils, Sauces, Salad Dressings, Cereals and Breakfast Food . Soups and Canned Goods. Frozen Foods. Dairy, Cheese, and Eggs

Teaching and learning activities

Activity 1: Let's identify the food from the different sources.

Activity 2: Discuss how the food is obtained from the sources.

Activity 3: Which food source is easier to obtain food from?

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 80

Strand 3: Nutrition

Unit 1: Food and Growth

Topic: Divide food into appropriate groups

Lesson Title: Divide food into food groups

Content Standard: 3.3.1 Understand the value of food and know how to prepare a healthy diet and demonstrate good eating habits.

Performance Standard: 3.3.1d Brainstorm and list places such as the garden, store, markets and bushes where healthy foods can be obtained and group them into appropriate groups.

Lesson Objective: The student can discuss about the four food groups and put food into appropriate food groups

Resources/Materials: Food chart form the health Department

Knowledge	Skills	Attitudes/Values
Group the food into their groups (5 groups) <ul style="list-style-type: none"> • Energy • High energy • Protein • Protective • Body building 	<ul style="list-style-type: none"> • Discuss about the four food groups • Identify food in each group • List and group the food 	<ul style="list-style-type: none"> • Appreciate food in groups • Enjoy the food eaten

Teacher's Notes

The National Department of Health (PNG) has recommended that there are four food groups for education

1. Energy foods
2. High energy foods
3. Protein foods
4. Protective foods

Teaching and learning activities

Activity 1: Let's discuss about the four food groups.

Activity 2: Identify food in each group.

Activity 3: Draw and list the food in the four groups.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 81

Strand 3: Nutrition

Unit 2: Food and Hygiene

Topic: Food and kitchen hygiene

Lesson Title: Kitchen Hygiene

Content Standard: 3.2.2 Identify and explore opportunities for handling and preparation of food in a more healthy way.

Performance Standard: 3.2.2a Demonstrate hygienic ways to prepare food and suggest ways they can do this at home.

Lesson Objective: By the end of the lesson the students can prepare a simple meal using one of the basic cooking methods.

Resource/Materials: Different cooking methods or recipes

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Kitchen hygiene • Products to clean kitchen 	<ul style="list-style-type: none"> • Demonstrating hygienic behavior 	<ul style="list-style-type: none"> • Children appreciate hygiene practices in the kitchen

Teacher's Notes

- Cleanliness in the kitchen is vital for reduction of multiplication of bacteria and virus
- Use cleaning products such as soap or axion with brush to scrub the dirt's on the table.
- Water is important for use to clean and rinse of when cleaning.

Teaching and learning activities

Activity 1: Discuss and make a list of food hygiene behavior.

Activity 2: Identify and list simple or basic Kitchen hygiene rules.

Activity 3: Practice preparing a simple dinner.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 82

Strand 3: Nutrition

Unit 2: Food and Hygiene

Topic: Food preparation

Lesson Title: Basic cooking methods

Content Standard: 3.2.2 Identify and explore opportunities for handling and preparation of food in a more healthy way.

Performance Standard: 3.2.2a Demonstrate hygienic ways to prepare food and suggest ways they can do this at home.

Lesson Objective: The students will be able to identify the basic common cooking methods used

Resource/Materials: Lower Primary Health Teachers Guide

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> Cooking methods (boiling, steaming, stewing, frying, roasting, smoking, baking, mumu) 	<ul style="list-style-type: none"> Identify the basic cooking methods Discuss the one commonly used 	<ul style="list-style-type: none"> Enjoy the method used Appreciate the way food cooked

Teacher's Notes

Food is prepared in many different ways to enjoy its taste and flavor. Many cultures have their own way of preparing and cooking food. In PNG mainly methods listed above seem to fit best according to our context of how we want the food to be cooked and served.

Teaching and learning activities

Activity 1: Identify the basic cooking methods.

Activity 2: Discuss the one commonly used in your home.

Activity 3: Choose and describe the cooking method that you like.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 83

Strand 3: Nutrition

Unit 2: Food and hygiene

Topic: Food preparation

Lesson Title: Food preparation before cooking

Content Standard: 3.3.2 Identify and explore opportunities for handling and preparation of food in a more healthy way.

Performance Standard: 3.3.2a Demonstrate hygienic ways to prepare food and suggest ways they can do this at home.

Lesson Objective: The student can identify and discuss the basic food hygiene and food preparation before cooking.

Resource/Materials: Lower Primary Health Teachers Guide

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> Basic food hygiene Hygienic food preparation 	<ul style="list-style-type: none"> Identify the basic food hygiene Discuss the basic food hygiene 	<ul style="list-style-type: none"> Appreciate cleanliness Enjoy healthy food

<p>Teacher's Notes</p> <p>Food hygiene For food to be eaten it must to be prepared well before eating. This means food must be washed, cleaned to make sure that it is germ free and not contaminated for consumption.</p>	<p>What are the cooking preparations? Peeling, washing, cutting, cubing, chopping,</p>
--	---

Teaching and learning activities

Activity 1: List and discuss food hygiene.

Activity 2: Food preparations before cooking.

Activity 3: Let's show one way of cooking (illustration)

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 84

Strand 3: Nutrition

Unit 2: Food and hygiene

Topic: Food storage

Lesson Title: Basic food storage

Content Standard: 3.3.2 Identify and explore opportunities for handling and preparing of food in a more healthy way.

Performance Standard: 3.3.2b Describe how to prepare and store food in a safe place away from insects.

Lesson Objective: The students can describe how food is stored in a safe place in rural or urban settings.

Resource/Materials: Lower Primary Health Teachers Guide

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Basic food hygiene • Hygienic food preparation • Ways of storing food in • Cool place, containers, under the soil • Wrapping with leaves • Freezer • Big containers • Bags 	<ul style="list-style-type: none"> • Identify the basic food hygiene • Discuss the basic food hygiene • Identify the methods of food storage • Describe ways of storing food 	<ul style="list-style-type: none"> • Appreciate cleanliness • Enjoy healthy food • Appreciate basic food storage.

Teacher's Notes

Think of where to store your food so that it is not spoilt by pests or insects before it is being eaten. Tinned foods should be eaten straight after opening but dried beans and peanuts can be kept in a cool dry place. It is better to smoke fish or other protein for later use.

Teaching and learning activities

Activity 1: Which is a common food storage method used in my community?

Activity 2: Name the food storage measures.

Activity 3: What storage methods do my family use?

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 85

Strand 3: Nutrition**Unit 2:** Food and hygiene**Topic:** Cleaning and storage of eating utensils**Lesson Title:** Ways of cleaning and storing eating utensils

Content Standard: 3.3.2 Identify and explore opportunities for handling and preparation of food in a more healthy way.

Performance Standard: 3.3.2c Role play how to clean and store utensils after eating.

Lesson Objective: The students can demonstrate ways of cleaning eating utensils and storing utensils safely after using them.

Resource/Materials: Lower Primary Health Teachers Guide

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> How to clean utensils using agents in the kitchen 	<ul style="list-style-type: none"> Role play how to clean utensils in the kitchen 	<ul style="list-style-type: none"> Participate in role playing on how to clean utensils after eating Value and appreciate cleanliness

Teacher's Notes

Basic cleaning agents in the kitchen for dish washing:

- Water
- Soap
- Sponge
- Detergent such as axion

Teaching and learning activities

Activity 1: Identify cleaning products used for dish washing

Activity 2: Discuss ways of organizing and washing utensils

Activity 3: Storing of the utensils away in the cardboards

Teacher's reflection/evaluation

.....

.....

Lesson for you to plan

Lesson 86

Strand 3: Nutrition

Unit 2: Food and hygiene

Topic: Nutritional meals **Lesson Title:** Food from the four food groups

Content Standard: 3.3.2 Identify and explore opportunities for handling and preparation of food in a more healthy way.

Performance Standard: 3.3.2d Plan nutritional meal in a more healthy way.

Lesson Objective: The students can identify and label the food from the four food groups and explain why they are grouped that way.

Resource/Materials: “Local Food is Best” Poster “Be Healthy”

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> Food from the four food groups Nutritional value 	<ul style="list-style-type: none"> Identify the four food groups Label each of the four food groups Explain why food is grouped that way. 	<ul style="list-style-type: none"> Co-operate in groups for group activities Appreciate the importance of the four food groups Respect the choices of others in food selection

Teacher's Notes

“Local Food is Best” and “Be Healthy” on the blackboard for the students’ discussions in pairs. Display the other extra health poster “four food groups from the Microsoft kids Encarta 2009”
Sing the song (Fruit Salad)

(Include instructions of the food plate bingo game)

Teaching and learning activities

Activity 1: Name the food found in the local area

Activity 2: Group the food into four food groups

Activity 3: My Food Plate (Bingo Game - select the food to put on the plate to eat)

Teacher's reflection/evaluation

.....
.....

Lesson for you to plan

Lesson 87

Strand 3: Nutrition

Unit 2: Food and hygiene

Topic: Nutritional meals

Lesson Title: Planning a nutritious meal

Content Standard: 3.3.2 Identify and explore opportunities for handling and preparation of food in a more healthy way.

Performance Standard: 3.3.2d Plan nutritional meal in a more healthy way.

Lesson Objective: The students can, select one food item from each food group for their meal.

Resource/Materials: Food Group Chart. Nutrition. (2010). Encyclopedia

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • A balance meal contains the four groups of food • Daily meals includes food served and consumed in a day at different times • Lunch menu includes food served and consumed at lunch time 	<ul style="list-style-type: none"> • Describe and plan a nutritional meal • Analyze daily meals • Discuss why quality of food is important • Identify and describe the nutritional value of food 	<ul style="list-style-type: none"> • Respecting your body • Taking care of it • Appreciating food value for health growth

Teacher's Notes

Food provides the nutrients that the body needs to function well and maintain itself. These nutrients are proteins, carbohydrates, fats and oils, minerals, vitamins, and water. Food gives the body the energy it needs for everything it does, from repairing damaged cells to sleeping. A calorie is a measure of the amount of energy a food can produce. The body changes the calories in food to energy. When a person eats more food than the body needs, the body changes the extra calories into fat. Eating less food than the body needs will cause a person to lose weight. The number of calories needed by a person each day depends on how much energy a person's body uses. For example, an active child usually needs more calories than an adult who works at a desk.

Teaching and learning activities

Activity 1: Identify food from the four food groups

Activity 2: Select food from each group to be placed in a single meal.

Activity 3: Discuss selection of food for my breakfast. (Breakfast menu)

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 88

Strand 4: Safety and First Aid

Unit 1: Safety

Topic: Characteristics of safe and unsafe place

Lesson Title: Characteristics of safe and unsafe places
Life skills, Negotiation skills decide on unsafe places.

Content Standard 3.4.1 Identify potentially hazardous situations and demonstrate actions to respond to unsafe and emergency situations.

Performance Standard: 3.4.1a Describe characteristics of safe and unsafe places.

Lesson Objective: The students can explore and describe the characteristics of safe and unsafe places

Resource/Materials: List of safe and unsafe places in the TG grade 3-5 for Health

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> Safe places Unsafe places 	<ul style="list-style-type: none"> Describe characteristic of safe and unsafe situation Respond to unsafe situation 	<ul style="list-style-type: none"> Appreciation Being Positive about unsafe situations High appreciation

Teacher's Notes

- Examples of safe places, school, church, home
- Examples of unsafe places - old toilet building, old abandoned building, river, dog fence, climbing the tree, cliff,)

Teaching and learning activities

Activity 1: Safe place is the one where people are able to move freely.

Activity 2: Unsafe places are unhealthy environment.

Activity 3: Change the unsafe places into safe places.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 89

Strand 4: Safety and First Aid

Unit 1: Safety

Topic: Emergency situations

Lesson Title: Situations that can put lives at risk

Content Standard 3.4.1 Identify potentially hazardous situations and demonstrate actions to respond to unsafe and emergency situations.
Performance Standard: 3.4.1b Identify emergency situations such as injuries, abductions, fire, flood, volcanoes, tsunami, earthquake.

Lesson Objective: The students will have listed and describe the situations that can put life at risk.

Resource/Materials: Pictures of most risky places.

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Risky situations such as arguments, fights, disasters, working or playing in risky areas or going to unprotected areas • Risky situations may involve injuries, accidents, sicknesses and loss of life • Respond to risky situations by providing assistance 	<ul style="list-style-type: none"> • Identify and describe risky situations • Demonstrate and apply basic ways on how to respond to risky situations 	<ul style="list-style-type: none"> • Value and appreciate each other's help or support in all situations • Respect each other's views • Solve problems in an amicable way

Teacher's Notes

Risky situations can cause destructions in our lives. It is important to be cautious of the situations, where we are doing the activities and whom we are involved with so we are safe at all times. We should be mindful of unhealthy activities, the risks involved and the consequences they bring.

Teaching and learning activities

Activity 1: List and describe risky situations

Activity 2: Respond to risky situations

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 90

Strand 4: Safety and First Aid

Unit 1: Safety

Topic: Emergency situations

Lesson Title: Common injuries and scratches

Content Standard 3.4.1 Identify potentially hazardous situations and demonstrate actions to respond to unsafe and emergency situations.

Performance Standard: 3.4.1b Identify emergency situations such as injuries, abductions, fire, flood, volcanoes, tsunami, earthquake.

Lesson Objective: The students can identify common injuries and scratches and demonstrate ways to avoid it.

Resource/Materials: Chalk board preparation on injuries

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> Injuries include; minor cuts, scratches, burns, bruises Common injuries Responding to emergency situations 	<ul style="list-style-type: none"> Identify and describe common injuries that occur during work and play Demonstrate and apply basic ways to avoid injuries and respond to treating the casualties 	<ul style="list-style-type: none"> Show empathy in all situations Response positively to assist in emergency situations Communicate effectively in everyday situations

Teacher's Notes

- Common injuries can be avoided by keeping away from dangers or by taking care in everything we do
- Avoid dangerous places or unsafe places

Respond to treating common injuries by providing assistance

Teaching and learning activities

Activity1: Identify and describe common injuries

Activity2: Demonstrate and apply ways to respond to treatment of causality.

Activity3: My first aid home care remedies to injuries.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 91

Strand 4: Safety and First Aid

Unit 1: Safety

Topic: Emergency situations

Lesson Title: Fire safety procedures at home

Content Standard 3.4.1 Identify potentially hazardous situations and demonstrate actions to respond to unsafe and emergency situations.
Performance Standard: 3.4.1b Identify emergency situations such as injuries, abductions, fire, flood, volcanoes, tsunamis, earthquake.

Lesson Objective: The students can identify safety measures during a fire in the house.

Resource/Materials: Chalk board pictures of fire.

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> Sources of fire Fire safety tips Safety measures and procedures 	<ul style="list-style-type: none"> Identify sources of fire Identify fire safety tips Describe safety measures 	<ul style="list-style-type: none"> Being cautious of fire tips Sharing information on dangers of fire Appreciate safety precautions

Teacher's Notes	
<p><u>Sources of fire in the house</u></p> <ul style="list-style-type: none"> Electricity Candle light Lantern light Gas stove Fire tips 	<p><u>Safety measure</u></p> <p>Drop to the ground in times of fire Roll away from the fire Stop rolling as fire rushes with the wind.</p>

Teaching and learning activities

Activity 1: Identify sources of fire in the house.

Activity 2: Discuss fire tips.

Activity 3: Explore safety measures.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 92

Strand 4: Safety and First Aid **Unit 1:** Safety

Topic: Emergency situations **Lesson Title:** Natural Disasters (Cyclone)

Content Standard: 3.4.1 Identify potentially hazardous situations and demonstrate actions to respond to unsafe and emergency situations.
Performance Standard: 3.4.1b Identify emergency situations such as injuries, abductions, fire, flood, volcanoes, tsunamis, earthquakes.

Lesson Objective: The students can identify effects of cyclone and practice simple ways awareness activities of responds.

Resource/Materials: Pictures of cyclone.

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Cyclone destroys homes, food gardens, water, plants, animals and people • Awareness on cyclone warnings • Respond to cyclone disasters such as providing emergency assistance 	<ul style="list-style-type: none"> • List and identify the effects of cyclone • Plan and practice simple awareness activities on cyclones • Demonstrate basic ways on how to respond to cyclone disasters 	<ul style="list-style-type: none"> • Show empathy when confronted with difficult situations and remain calm • Respect and appreciate assistance provided or others point of views • Care for people who need help

Teacher's Notes

- Effects of cyclone are, fallen trees and houses, heavy rains and flooding rivers general destruction of the environment.
- Respond to cyclone disasters, getting to safe places, listening to weather forecasters.

Teaching and learning activities

Activity 1: Identify and list the effects of cyclone.

Activity 2: Plan and practice simple awareness activities on cyclones.

Activity 3: Demonstrate basic ways on how to respond to cyclone disasters.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 93

Strand 4: Safety and First Aid **Unit 1:** Safety

Topic: Emergency situations **Lesson Title:** Snake bite and bee sting

Content Standard 3.4.1 Identify potentially hazardous situations and demonstrate actions to respond to unsafe and emergency situations.

Performance Standard: 3.4.1b Identify emergency situations such as injuries, abductions, fire, flood, volcanoes, tsunami, earthquake.

Lesson Objective: The students can identify animals and insects that are dangerous and discuss ways to keep safe.

Resource/Materials: Health Grade 3 Teacher's Guide

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> Animals and insects that are dangerous and can cause sickness, pains or loss of life Keeping safe from harmful animals or insects Respond to animal attacks by providing assistance 	<ul style="list-style-type: none"> Identify and list animals that are dangerous and can cause harm to your health Discuss and list simple ways of keeping safe or away from harmful animals and insects. Demonstrate emergency response from harmful animal and insects. 	<ul style="list-style-type: none"> Cooperate in emergency situations Communicate effectively to pass emergency messages Respect each other decisions during decision making process in emergencies.

Teacher's Notes

A *bite* from a poisonous *snake* is rarely deadly — about 6 fatalities are reported every year — but it should always be treated as a medical emergency. Even a *bite* from a harmless *snake* can be serious, leading to an allergic reaction or an infection.

A common symptom of a *bite* from a poisonous *snake* is the presence of two puncture wounds from the animal's fangs. Sometimes venom injection from the bite may occur. This may result in redness, swelling, and severe pain at the area, which may take up to an hour to appear

Insects such as bees, ants, fleas, flies, mosquitoes, and wasps and arachnids such as spiders may bite or sting when provoked or distressed. The initial contact may be painful, and it's often followed by an allergic reaction to venom deposited into your skin through the insect's mouth or stinger.

Insects such as bees, ants, fleas, flies, mosquitoes, and wasps and arachnids such as spiders may bite or sting when provoked or distressed. The initial contact may be painful, and it's often followed by an allergic reaction to venom deposited into your skin through the insect's mouth or stinger.

Teaching and learning activities

Activity 1: Identify and list the effects of cyclone.

Activity 2: Plan and practice simple awareness activities on cyclones.

Activity 3: Demonstrate basic ways on how to respond to cyclone disasters.

Teacher's reflection/evaluation

.....
.....

Lesson for you to plan

Lesson 94

Strand 4: Safety and First Aid

Unit 1: Safety

Topic: Basic safety signs and symbols

Lesson Title: Meanings of safety signs

Content Standard 3.4.1 Identify potentially hazardous situations and demonstrate actions to respond to unsafe and emergency situations.
Performance Standard: 3.4.1c Discuss the meaning of basic safety-related signs, symbols and warning labels.

Lesson Objective: The students can discuss and explain where simple safety signs and symbols are found

Resource/Materials: Pictures of safety signs.

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Safety signs and symbols protect us from danger and harm • Safety signs and symbols are used internationally by safety and emergency services • Each safety sign and symbol has its own meaning 	<ul style="list-style-type: none"> • Discuss and explain simple safety signs and symbols • Describe where these safety signs and symbols are used • Draw simple or basic safety signs and symbols 	<ul style="list-style-type: none"> • Appreciate signs and symbols in communities • Respect and care for public and private properties • Value each other views and opinions during discussions

Teaching and learning activities

Activity1: Draw safety signs and symbols.

Activity2: Relate colors to what it represents. For example: Red is a sign of danger.

Activity3: Let's use the colors to create a road crossing or a pedestrian crossing.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 95

Strand 4: Safety and First Aid

Unit 1: Safety

Topic: Basic safety signs and symbols

Lesson Title: Warning labels

Content Standard: 3.4.1 Identify potentially hazardous situations and demonstrate actions to respond to unsafe and emergency situations.

Performance Standard: 3.4.1c Discuss the meaning of basic safety-related signs, symbols and warning labels.

Lesson Objective: The students can discuss and describe types of warning labels and their importance.

Resource/Materials: Example of warning labels.

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> Warning labels are found in all the different types of products Warning labels on food are important to consider Warning labels on equipment are important to consider All warning labels have their own definitions 	<ul style="list-style-type: none"> Discuss and describe the different types of warning labels found around us Explain the importance of having warning labels on goods Draw simple warning labels found in the school and at home 	<ul style="list-style-type: none"> Read and take care using things or handling equipment Appreciate warning materials in communities Communicate effectively to solve problems

Teaching and learning activities

Activity1: Draw safety signs and symbols and use meaningful colors on the signs and symbols.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 96

Strand 4: Safety and First Aid

Unit 2: First Aid

Topic: Practice simple basic first aid

Lesson Title: Demonstrate first aid care for common injuries and sores

Content Standard: 3.4.2 Demonstrate ways to deal with unsafe and emergency situations in the home.

Performance Standard: 3.4.2a Understand and practice simple and basic first aid such as care of sores, scratches, headaches, stomach aches, swelling and where to go for help.

Lesson Objective: The students can use first aid steps to treat common injuries.

Resource/Materials: Junior Teachers guide, Dr. James Witchalls' first-aid handbook for childhood emergencies

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Common names of injuries, sores • Bleeding, • Treatment of bleeding 	<ul style="list-style-type: none"> • Identifying types of injuries • Apply basic first aid skills for bleeding 	<ul style="list-style-type: none"> • Seek medical advice • help anyone who is injured

Teacher's Notes

- Using basic first-aid skills to treat common injuries especially on how to stop bleeding and dealing with sores. Ensure that all necessary materials are available for this lesson especially the first aid kit.
- Steps for stopping bleeding nose
- Place the child in a sitting position with head slightly backward position
- Tell him to pinch firmly the soft part of his/her nose for about 10 minutes and to breathe through his /her mouth.
- Loosen any tight clothing
- Apply a cold compress over forehead and bridge of nose. Warn the child not to pick or blow his/ her nose for some hours..
- If the bleeding does not stop within 15 minutes, seek prompt medical advice.

Teaching and learning activities

Activity 1: Identify common injuries such as cuts, scratches, sores, bleeding etc.

Activity 2: Practice first aid on the common injuries.

Activity 3: What's my home remedy on a fresh cut?

Teacher's reflection/evaluation

.....
.....

Lesson for you to plan

Lesson 97

Strand 4: Safety and First Aid

Unit 2: First Aid

Topic: Practice simple basic first aid

Lesson Title: Basic first aid care for headache

Content Standard: 3.4.2 Demonstrate ways to deal with unsafe and emergency situations in the home.

Performance Standard: 3.4.2a Understand and practice simple and basic first aid such as care of sores, scratches, headaches, stomach aches, swelling and where to go for help.

Lesson Objective: The students can understand the causes of headache and list ways of how headache can be stopped.

Resource/Materials: Junior Teachers guide, ‘Surprising Ways to fight Headache Pain’ by Karen Pallarito

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> Causes of headaches Ways of how headache can be treated at home. 	<ul style="list-style-type: none"> Identify the causes headaches and describe ways to treat headaches 	<ul style="list-style-type: none"> Be responsible for your health Eat a lot of health foods such as fruits

Teacher's Notes

The causes of headache such as colds, flu and ear sinus infections, stress, and anxiety.

Information and treatment of headache:

- Go for a walk and get fresh air to release stress.
- Apply ice on ice pack. (demonstrate this.)
- Have a relaxing bath/shower.
- Give yourself a head massage.(Demonstrate this)
- Take a nap (rest)
- Eat something. Headaches are often caused by hunger.

Teaching and learning activities

Activity 1: Name some causes of headaches (mind map)

Activity 2: List ways of how we can treat headaches at home apart from getting medication

Activity 3: List the six ('6') ways of how you can treat headaches naturally.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 98

Strand 4: Safety and First Aid

Unit 2: First Aid

Topic: Practice simple basic first aid

Lesson Title: First aid for food poisoning

Content Standard: 3.4.2 Demonstrate ways to deal with unsafe and emergency situations in the home.

Performance Standard: 3.4.2a Understand and practice simple and basic first aid such as care of sores, scratches, headaches, stomach aches, swelling and where to go for help.

Lesson Objective: The students can identify and practice the simple basic first aid to care for food poisoning.

Resource/Materials: Nutrition for PNG - Health medicines recommended table for such sickness

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> Understand the type of food which causes food poison. What is in the food which causes stomach upset. Ways to avoid the food poisoning 	<ul style="list-style-type: none"> Identify and practice the simple basic first aid to care for food poisoning. Identify which home care remedies to use for upset stomach. 	<ul style="list-style-type: none"> Being 'conscious' of food that is not appropriate Being kind to help others in need of help.

Teacher's Notes

- Food which are dirty are likely to cause food poison in the in the stomach and it is advisable to make sure that you take in clean food.
- Apply the recommended ways attached in the appendix section of this book

Teaching and learning activities

Activity 1: Discuss and understand the type of food that causes food poisoning.

Activity 2: Name the home remedy to cure food poisoning

Activity 3: List ways to avoid the food poisoning.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 99

Strand 4: Safety and First Aid

Unit 2: First Aid

Topic: Ability to support those with chronic diseases

Lesson Title: Care and support those with chronic diseases and conditions, like asthma and diabetes.

Content Standard: 3.4.2 Demonstrate ways to deal with unsafe and emergency situations in the home.

Performance Standard: 3.4.2b Demonstrate the ability to support other students who have chronic diseases and conditions; asthma, allergies, epilepsy.

Lesson Objective: By the end of the lesson the students can help someone with asthma in emergency situation.

Resource/Materials: Junior Teacher Guide, Dr James Witchalls' first-aid handbook for childhood emergencies (pages 38 & 39)

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> Common causes of asthma Ways that asthma can be prevented. Ways of how asthma can be treated. 	<ul style="list-style-type: none"> Identifying the common causes of asthma Different ways of preventing and treating asthma Discussing ideas of how asthma can be responded to at school. 	<ul style="list-style-type: none"> Be considerate of asthmatic patients Respect others Appreciate and look after your health.

Teacher's Notes

Treatment of Asthma (Emergency)

- Sit or prop child up comfortably leaning forward and resting on a table, pillow or back of a chair but keep back straight.
- Calm and reassure the child and ensure surrounding is quiet. Allow plenty of fresh air - (cigarette smoke, dust and cooking smells can make it worse.)
- Give hot drinks to ease the tension.
- Give asthma relieving drugs if these are present and the dose is known.
- Summon medical help if severity of attacks demand.
- Watch the breathing: if it stops give artificial ventilation.
- Check the pulse: if it stops, apply heart compression 3,4 & 5

Teaching and learning activities

Activity 1: Identifying the common causes of asthma

Activity 2: Describe steps on how to respond to a person affected by Asthma.

Activity 3: Identify the next step to take o attend to Asthma patient if you cannot help.

Teacher's reflection/evaluation

.....
.....

Lesson for you to plan

Lesson 100

Strand 4: Safety and First Aid

Unit 2: First Aid

Topic: Ability to support those with chronic diseases

Lesson Title: Feeling unconsciousness at school

Content Standard: 3.4.2 Demonstrate ways to deal with unsafe and emergency situations in the home.

Performance Standard: 3.4.2b Demonstrate the ability to support other students who have chronic diseases and conditions; asthma, allergies, epilepsy.

Lesson Objective: By the end of the lesson the students can demonstrate attending and responding to a child being unconscious at school.

Resource/Materials: How to attend to unconscious situation at school. (Illustrations)

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> Ability to support others in need, such as a student feeling unconscious at school. Respond to this situation 	<ul style="list-style-type: none"> Demonstrate helping those in need Attending and responding to an unconscious situation. 	<ul style="list-style-type: none"> Appreciate and care for others in need Respect roles and responsibilities of safety providers

Teacher's Notes

Students experience feeling unconsciousness at school for the following reasons such as:

1. Not enough food for different meals
2. Not enough rest and sleep
3. Experience family problems
4. Signal to a sickness within the person,

How to respond to it

1. Check airway, breathing pulse
2. Loosen clothing around the neck, chest and waist and ensure that plenty of fresh air is available
3. Lay child in a (face) down ward position with legs and hands relaxed
4. Cover with a blanket and stay with the child until medical help comes. Never leave the child unattended
5. If consciousness' returns, speak reassuringly to the child and moisten his/her lips. Don't give a drink to the child.

Teaching and learning activities

Activity 1: What are the signs of feeling unconsciousness?

Activity 2: Identify ways to attend to those in unconscious state.

Activity 3: Discuss how to respond to a person in this state

Teacher's reflection/evaluation

.....
.....

Lesson for you to plan

Lesson 101

Strand 4: Safety and First Aid

Unit 2: First Aid

Topic: Protection in emergency situation

Lesson Title: Use safety gears for protection in dangerous situations.

Content Standard: 3.4.2 Demonstrate ways to deal with unsafe and emergency situations in the home.

Performance Standard: 3.4.2c Plan and role play ways to protect themselves in emergency or dangerous situations.

Lesson Objective: By the end of the lesson the students can identify and discuss how to use safety gears in dangerous situations.

Resource/Materials: Charts of safety gears

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> Safety gears are useful to protect us from danger, harm or attacks Different safety gears used for different situations or purposes 	<ul style="list-style-type: none"> Discuss and identify safety gears for various purposes Role play on basic safety situations using safety gears and equipment. 	<ul style="list-style-type: none"> Appreciate and care for safety equipment in public and private places Respect roles and responsibilities of safety providers

Teacher's Notes

Information on safety gears

Personal protective equipment (PPE) refers to protective clothing, helmets, goggles, or other garments or equipment designed to protect the user's body from injury or infection. The hazards addressed by protective equipment include physical, electrical, heat, chemicals, biohazards, and airborne particulate matter

Teaching and learning activities

Activity 1: Identify different types of safety gears

Activity 2: Describe the use of the safety gears

Activity 3: Role play basic safety situations using safety gears and equipment

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 102

Strand 4: Safety and First Aid

Unit 2: First Aid

Topic: Protection in emergency situation

Lesson Title: Use Life jacket's on water

Content Standard: 3.4.2 Demonstrate ways to deal with unsafe and emergency situations in the home.

Performance Standard: 3.4.2c Plan and role play ways to protect themselves in emergency or dangerous situations.

Lesson Objective: By the end of the lesson the students can practice the correct use life jackets during emergency at sea.

Resource/Materials: Life jackets (Pictures of life jackets)

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> Water safety Life jacket (vest) Emergency at sea 	<ul style="list-style-type: none"> Identify life jackets Explain when to use it Describe types of emergency situations at sea. 	<ul style="list-style-type: none"> Being cautious of danger Consider safety first

Teacher's Notes

Life jackets, also known as life vests, are worn like shirts when traveling over or on a river or sea. It helps to keep you floating in the water if you have an accident and fall into the sea or water. It has tubes that you blow air into to inflate it.

Life jackets are found in planes (under the seat) or in boats and ships. Whenever a plane or a boat or ship encounter emergencies on the water or sea, life jackets are then used by people on board to save their lives

Teaching and learning activities

Activity 1: Identify types of life jackets

Activity 2: Discuss when to use the life jackets

Activity 3: Let's demonstrate using a life jacket.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 103

Strand 4: Safety and First Aid

Unit 2: First Aid

Topic: Practice emergency

Lesson Title: Use floaters for emergency at sea

Content Standard: 3.4.2 Demonstrate ways to deal with unsafe and emergency situations in the home.

Performance Standard: 3.4.2c Plan and role play ways to protect themselves in emergency or dangerous situations.

Lesson Objective: By the end of the lesson the students can identify and demonstrate using floaters at sea or big river for safety.

Resource/Materials: Floaters, pictures of floaters

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Floaters used for emergency cases on water for protection • Factory designed floaters • Innovative floaters such as car tyre tube. 	<ul style="list-style-type: none"> • Identify the types of floaters • Demonstrate the use of floaters • Role play ways to use floaters in emergency. 	<ul style="list-style-type: none"> • Being conscious and careful during emergency • Offer help to those in need. • Show kindness.

Teacher's Notes

Floater is used at sea especially in emergency situation. It can also be used on water for emergency for the first 24 - 72 hours. It is used for safety response and mostly colored for identification for rescue.

Teaching and learning activities

Activity 1: Identify the types of floaters

Activity 2: Demonstrate the use of floaters

Activity 3: Role play floaters for safety in water (pairs)

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 104

Strand 4: Safety and First Aid

Unit 2: First Aid

Topic: Practice emergency

Lesson Title: Use car seat belts to avoid accident

Content Standard: 3.4.2 Demonstrate ways to deal with unsafe and emergency situations in the home.
Performance Standard: 3.4.2c Plan and role play ways to protect themselves in emergency or dangerous situations.

Lesson Objective: By the end of the lesson the students can explain and demonstrate the use of seats belts when travelling in a car or plane.

Resource/Materials: Chart of using seat belts for both a car or plane.

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> All vehicles have seat belts to protect us from major injuries and accidents All forms of transport such as airplanes, ships and vehicles have safety or emergency equipment and materials. 	<ul style="list-style-type: none"> Demonstrate safety measures on a moving car or motorcycle Explain safety equipment used in different forms of transports 	<ul style="list-style-type: none"> Care and respect for transport safety and emergency equipment and materials Appreciate and value safety instructions.

<p>Teacher's Notes</p> <p>car safety seat belts A car seat belt functions is to reduce the likelihood of death or serious injury in a traffic collision by reducing the force of secondary impact with interior strike hazards, by keeping occupants positioned correctly for maximum effectiveness of the airbag (if equipped) and by preventing occupants being ejected from the car.</p>	<p>Seat belts on the plane The reason cabin crew check that passengers are belted is due to injuries that can occur during turbulence. "The reason you must wear a seat belt, flight crew included," is because you don't want the plane coming down on you. "People think they're lifted up in the air during turbulence.</p>
--	--

Teaching and learning activities

- Activity 1: Let's demonstrate how to use safety seat belts
- Activity 2: Describe how to use car safety seat belts
- Activity 3: Describe how to use seat belts on a plane

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 105

Strand 4: Safety and First Aid

Unit 2: First Aid

Topic: Practice emergency

Lesson Title: Use fire safety gears in fire situations

Content Standard: 3.4.2 Demonstrate ways to deal with unsafe and emergency situations in the home.

Performance Standard: 3.4.2d Practice emergency, fire and safety drills at home and at school.

Lesson Objective: By the end of the lesson the students can identify and describe the correct use of fire safety gears in the fire situations.

Resource/Materials: Pictures of fire safety gears.

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> In fire situations always use the recommended fire gear. Correct use of the fire safety gears. 	<ul style="list-style-type: none"> Explain safety equipment used in different forms of transports Demonstrate correctly how to react in a fire situation 	<ul style="list-style-type: none"> Care and respect for transport safety gears Appreciate and safety value instructions

Teacher's Notes

Top Tips for Fire Safety

If a fire occurs in your home, GET OUT, STAY OUT and CALL FOR HELP.

- Never leave candles burning alone in a room.
- Never put anything over or touching a light bulb.
- Plan escape from burning house but ESPECIALLY from your bedroom.
- Plan a place to meet outside a building if there is a fire.

Teaching and learning activities

Activity 1: Explain the correct use of recommended fire gears in fire situation.

Activity 2: Show how to react in a fire situation.

Activity 3: Explain how to call for help.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 106

Strand 4: Safety and First Aid **Unit 2:** First Aid

Topic: Practice emergency

Lesson Title: Practice earth quake drills

Content Standard: 3.4.2 Demonstrate ways to deal with unsafe and emergency situations in the home.

Performance Standard: 3.4.2d Practice emergency, fire and safety drills at home and at school.

Lesson Objective: By the end of the lesson the students can practice earth quake drills with the assistance given by natural disaster officers.

Resource/Materials: Illustrations on earth quake procedures

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> Emergency safety plans during earth quake. Help offered by natural disaster office. 	<ul style="list-style-type: none"> Practice the earth quake drills. Identify possible damages caused by earth quake 	<ul style="list-style-type: none"> Being conscious of danger Show mercy and kindness to those in need

Teacher's Notes

Earth quake drill

1. Drop down
2. Cover
3. Hold

This is a reminder to teachers to act quickly when there is earthquake strike

Teaching and learning activities

Activity 1: Practice the earth quake drill.

Activity 2: Identify possible damages caused by earth quake.

Activity 3: Identify those who can help in this situation.

Teacher's reflection/evaluation

.....

Lesson for you to plan

Lesson 107

Strand 4: Safety and First Aid**Unit 2:** First Aid**Topic:** Practice emergency**Lesson Title:** Practice Fire drills

Content Standard: 3.4.2 Demonstrate ways to deal with unsafe and emergency situations in the home.

Performance Standard: 3.4.2d Practice emergency, fire and safety drills at home and at school.

Lesson Objective: By the end of the lesson the student can identify fire service providers and practice fire drills in the case of open fire in the house.

Resource/Materials: Flash cards written FIRE!, fire drill chart.

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Fire drill procedures • Attending and responding to fire causalities • Contact fire service providers 	<ul style="list-style-type: none"> • Practice fire drills • And Contact fire service providers 	<ul style="list-style-type: none"> • Being careful before, during and after fire incidents • Being considerate of others

Teacher's Notes

Fire is a serious hazard in homes. Most houses in PNG are made of wood and bush materials. Many people use kerosene lamps and candles and cook on open fires.

Everyone must be careful with lit lamps and fires. Never put the wrong fuel in kerosene lamps or stoves, and never leave a naked flame in the house when people are asleep. Don't let anyone smoke in the house. If you have an open fire in the house, it is a good idea to keep a covered bucket of water nearby.

Be careful with polyester clothes and foam mattresses. They burn and melt quickly and the smoke they produce is very poisonous. It is also dangerous to you and the environment to burn plastics on open fire.

Fire drills

1. Warn others. Shout "FIRE!" to wake everybody up and get help.
2. Get yourself and others out of the house as quickly as possible.
3. Stay low to breathe clean air.
4. Don't try to save possessions.
5. If you have a chance of putting fire out, act quickly.
6. Once you and your family are out, stay out. Don't go back inside the burning house.
7. If a person's clothes catches fire, stop them from moving, and push them down to the ground, wrap them in a woolen coat or blanket if possible, and roll them over to put the flames out

Teaching and learning activities

Activity 1: Identify and run through Fire drill procedures

Activity 2: Discuss how to attend and respond to fire causality

Activity 3: Role play calling the fire service providers to a burning house.

Teacher's reflection/evaluation

.....
.....

Assessment and reporting

Assessment and reporting is an integral part of the curriculum. Assessment is the process of identifying, gathering and interpreting information about students' learning. It is administered to provide information on student's achievement and progress. It directs teachers in their way of teaching and how students learn. Ongoing classroom assessment is done to:

- support student learning,
- monitor student learning,
- diagnose student learning needs
- evaluate teaching program, and
- inform student reporting process

In Standard Based Curriculum (SBC) assessment is focused on achieving benchmarks and is also designed to measure and promote standards for a range of purposes.

Benchmarks

The standards based curriculum introduces benchmarks, a form of assessment which is established to quantify student's attainments in the subject. Benchmarks are derived from the curriculum content standards highlighting the key set of knowledge, skills, values and attitudes a learner must achieve at the end of a level of schooling in numeracy, literacy, science and life skills.

The Health subject has benchmarks that determine how much the students will achieve when they complete junior primary level. This ensures the students to be able to use the knowledge, skills and attitudes they have acquired in junior primary and guarantee their partway of learning the aspects of health education as they progress onto the next level of schooling.

Types of assessment, strategies and methods

Teachers are encouraged to use varieties of assessment methods when assessing students learning. Standards Based Curriculum specifically promotes three types of assessment. These are assessment;

- *for* learning
- *as* and *in* learning and
- *of* learning

Assessment *as* or *in* Learning

Assessment **as** or **in** learning is conducted when teachers interact with students and assess their participation in the learning activities. Teachers must be prepared for assessment **as** or **in** learning in all learning situations and use this approach where applicable.

Assessment *for* Learning

Assessment **for** learning is occurs during the course of teaching. It is an on-going assessment also known as formative assessment. It is used to inform teachers on how much and how well teaching and learning program has been taught. This assessment approach assists teachers to identify students' strength and weakness in areas of content learned. For example: In a week's teaching of the unit," the assessment task on identifying the physical changes of growth and development the students lack the knowledge of identifying and describing the different stages of growth and development. This evidence will enable the teacher to plan effective remedial lessons and re-teach them to improve on the weak areas.

Assessment *of* learning

Summative assessment takes place at the end of a unit of study in a term, year or a program. It is used to provide information on students' achievements and on the effectiveness of the content.

For example: The teacher may want to evaluate his or her teaching in term 1 on growth and development and questions the students on what did they learnt about growth and development in term1? The teacher can then use the students' responses to plan for revision on a particular content area in preparation for the new content to be learned.

Assessment strategies

Assessment strategies are used by teachers to conduct or deliver the assessment tasks planned for their students. There are many options for teachers to choose to develop assessment strategies. The few listed below are recommended for teachers to use to assess the students. These include:

- oral presentations
- observation
- role plays
- written tests
- group work
- practical activities

Oral presentations

Teachers plan assessable tasks for individual students or groups to do oral presentations. This can be done in various ways such as peer teaching, group or class presentations. For example, a topic on lifestyle diseases can be given to the students to carry out a research with guided questions. A set of criteria can be provided to guide students and used for assessing students accurately.

Observation

To observe is to look and listen attentively to a student in order to make an assessment of and about what they know, understand and can do, whilst in the process of observation; teachers can ask questions on how the student/s can work as a group or an individual to complete a given task.

Role plays

Role plays are also used as assessment strategies to cater for students with different abilities and talents. Students demonstrate the knowledge, skills, attitudes and values in a form of role plays which enable them to find learning more meaningful and enjoyable.

Test

Test is an assessment strategy used on student performances of their learning formatively or summatively on the content of the learning the students are undertaking or have taken in a unit.

Group work

Teachers are encouraged to organize assessable tasks to target group work. This strategy will encourage fast, average and slow learners to discuss ideas and learn from each other's in the group. Ensure that every student in the group is given a task and contributes to the group to complete set tasks.

Practical activities

Practical activities may include for example, planning and preparing a nutritious meal or applying First Aid procedures. Teachers are encouraged to design appropriate checklist to use to guide them, as well as students to demonstrate the assigned practical activity. By doing so, interactive learning is evident and as such students give constructive feedback on each other's performances.

Assessment Tasks

Assessment tasks are learning activities created from the performance standards. These are especially written and specifically designed and planned before conducting any assessment. This particular activity has key knowledge skills, attitudes and values that must be achieved at the end of performing the assessable activities.

Teachers are the best assessors of the students and must ensure that all assessment tasks are:

- clearly stated for students to interpret
- link to the content standards
- balanced, comprehensive, reliable and fair
- engages the learner

The suggested grade three yearly assessment plan for assessment tasks has been planned and placed according to the number of teaching weeks in the school year. The teacher can make necessary adjustments to suit the needs and context of learners.

Grade 3 Assessment Tasks Overview

Assessment is vital in teaching and learning of the content for Grade 3 students. Teachers are encouraged to develop their assessment overviews for each term or year.

The suggested assessment tasks are written from the content standards and listed performance standards to guide the teachers to develop their own assessment tasks. Below is a given example of proposed assessment tasks you may want to adopt. Teachers are encouraged to choose from these assessment tasks for and of learning for recording and reporting purposes.

Proposed Assessment Tasks Overview for Grade 3

Term 1				
Weeks	Strand	Unit	Content Standard	Assessment Task
1	1. Growth and development	1. My body	3.1.1 Identify physical changes and body features that are associated with growth and development	1. List and describe the physical changes in the body. 2. Identify and match the names of the body parts to the picture.
2				
3				
4		2. Relationship	3.1.2 Suggest and demonstrate actions, behaviors, and attitudes that support positive interactions with various groups	1. Understand and demonstrate positive interactions between families and friends in different settings.
5				
6				
7		3. Culture, values and morals	3.1.3 Demonstrate an understanding of the individual identity and promote positive values and morals in their interaction with others.	1. Discuss the different cultural influences in certain places. 2. Identify and discuss the morals and values and recommend ways to improve at school. 3. Show respect for individual differences.
8				
9				
10	Assessment and Reporting			

Term 2				
Weeks	Strand	Unit	Content standard	Assessment Task
1	1. Growth and development	4. My career Interest	3.1.4: Explore and identify some common jobs of family members and other people in the community	1. Identify people who do different jobs and establish a relationship between the tools and equipment they use to do a particular job or tasks.
2				
3				
4	2. Individual and Community Health	1. Alcohol and substance abuse	3.2.1: Identify these harmful substances such as drugs and alcohol and discuss how to avoid them.	1. Describe how harmful substances affect personal health 2. Research and display poster of smoking and its effects.
5				
6				
7		2. Protection against Disease	3.2.2: Justify and demonstrate a range of everyday health habits that help protect and promote personal health	1. Explain the importance of keeping clean and safe to promote personal health. 2. Label the different types of teeth such as canines and molars and propose proper tooth maintenance.
8				
9				
10	Assessment and Reporting			

Term 3				
Weeks	Strand	Unit	Content Standard	Assessment Task
1	2. Individual and Community Health	3. Healthy Environment	3.2.3: Discuss the need to care for their homes and demonstrate actions to keep healthy.	1. Describe as safe and health Community. 2. Discuss water and rubbish problems at home and recommend ways to improve them (Oral presentation)
2				
3				
4		4. Health Services	3.2.4: Explain how health products and people in the community help to promote health at home.	1. Discuss the uses of various health products used at home in groups 2. Describe the roles of health workers and community members who promote healthy living at home.
5				
6				
7	3. Nutrition	1. Food and Growth	3.3.1: Understand the value of food and know how to prepare a healthy diet and demonstrate good eating habits	1. Explain the importance of having regular meals. 2. Identify Food sources and put them in their appropriate groups.
8				
9				
10	Assessment and Reporting			

Term 4				
Weeks	Strand	Unit	Content standard	Assessment Task
1	3. Nutrition	2. Food hygiene	3.3.2: Identify and explore opportunities of handling and preparation of food in a healthy way.	1. Describe how to prepare and store food in safe places away from insects 2. How to clean and store eating utensils
2				
3				
4	4. Safety and First aid	1. Safety	3.4.1: Identify potentially hazardous situations and demonstrate actions to respond to unsafe and emergency situations.	1. Identify and discuss safety rules at home, at school, and in the community in emergency situations. 2. Identify and match safety related signs, symbols and warning labels
5				
6				
7		2. First aid	3.4.2: Demonstrate ways to deal with unsafe and emergency situations at home and school.	1. Demonstrate a simple first aid - care for sore. 2. Practice emergency, fire, and safety plans at home and at school.
8				
9				
10	Assessment and Reporting			

Suggested Assessment

These assessments tasks are **directly** linked to the lessons under each performance standards.

These suggested assessment tasks have been unpacked from the Assessment Overview of the Teachers Guide for Grade 3. Teachers are encouraged to choose from these assessment tasks for and of learning for recording and reporting purposes

Term 1			
Unit	Content Standard	Performance Standards	Suggested Assessment
1. My Body	3.1.1: Identify physical changes and body features that are associated with growth and development	3.1.1a: Identify physical changes in weight and height and compare similarities and differences	<ol style="list-style-type: none"> 1. Draw the physical changes that can be observed with their pairs 2. List and describe the physical changes in the Body.
		3.1.1b: Examine physical characteristics that are shared by self and family.	<ol style="list-style-type: none"> 1. Identify the similarities and differences in appearances 2. Identify the social and cultural similarities and differences shared with others
		3.1.1c: Explain the differences in physical characteristics between themselves and the opposite sex	<ol style="list-style-type: none"> 1. Describe the different characters of boys and girls. 2. Describe the characteristics between the opposite sex which makes them unique. 3. Identify and name the social and cultural differences and similarities.
		3.1.1d: Identify differences in certain traits and behaviors of boys and girls	<ol style="list-style-type: none"> 1. Name the positive emotions that promote good attitudes 2. Identify and describe proper behavior in the home, community and school that lead to become a successful person in life.

Term 1			
Unit	Content Standard	Performance Standards	Suggested Assessment
2. Relationship	3.1.2: Suggest and demonstrate actions, behaviors, and attitudes that support positive interactions with various groups.	3.1.2a: List and identify a variety of emotions that promote positive attitudes in different situations.	<ol style="list-style-type: none"> 1. Describe similar characteristics in the family 2. List negative emotions and identify negative emotion in a case study. 3. List unique characteristics of others and make a list of good manners used at home and at school. 4. Role play in pairs the situation of being polite in refusing or being unhappy
		3.1.2b: Describe Characteristics of family and others that make each individual unique.	
		3.1.2c: Describe and practice situations when it is appropriate to use “Please,” “Thank you,” “Excuse me,” and “I’m sorry.”	<ol style="list-style-type: none"> 1. Role-play how to respond to help others in need. (Use criteria to assess) 2. Being polite in situations to others
		3.1.2d: Discuss why you feel good and respond positively to “help” other people who need your help.	<ol style="list-style-type: none"> 1. Let’s role model to help in a critical hour need. 2. Give reasons for helping attending to people in need
3. Culture, Values and Morals	3.1.3: Demonstrate an understanding of an individual identity and to promote positive values and morals in their interactions with others.	3.1.3a: Identify personal details such as name, place of birth, parents name, name of their villages.	<ol style="list-style-type: none"> 1. Fill in the identify personal details and characteristics given as sample 2. Do sample health record details for themselves.
		3.1.3b: Discuss and give example of values and morals.	<ol style="list-style-type: none"> 1. Model politeness to refuse or being unhappy with something. 2. Identify a culture practice that has influence in health values,

Term 1			
Unit	Content Standard	Performance Standards	Suggested Assessment
3. Culture, Values and Morals		3.1.3c: Identify and describe a value/moral in the family	<ol style="list-style-type: none"> List daily habits for good health. Identify healthy practices.
		3.1.3d: Identify the difference between values and morals	<ol style="list-style-type: none"> Interview a role model Name daily roles and responsibilities of family members, attitudes and interest towards each role

Term 2			
Unit	Content Standard	Performance Standards	Suggested Assessment
4. My Career Interests	3.1.4: Explore and identify some common jobs of family members and other people in community	3.1.4a: Discuss and understand daily tasks that each family member does as part of the role and responsibility to care for their family members	<ol style="list-style-type: none"> Cut out pictures of the different roles and responsibilities Describe different roles and responsibilities performed.
		3.1.4b: Explore the different roles and responsibilities they perform in different situations which are closely related to a job that they would like to do later in life	<ol style="list-style-type: none"> Identify people who do different jobs and establish a relationship between the tools and the equipment they use to do a particular job or tasks
		3.1.4c: Collect pictorial representations of people with different jobs and tasks in the family and community and describe their tasks	<ol style="list-style-type: none"> Identify jobs done in the community. Illustrate and describe the people who do jobs to care for the environment.
		3.1.4d: Know and understand that going to school can help them learn about jobs and tasks that promote health and care of family and community as a whole	<ol style="list-style-type: none"> Illustrate some interesting activities that are done while at school. Learn about the different jobs and career related to their interests.

Term 2			
Unit	Content Standard	Performance Standards	Suggested Assessment
1. Alcohol and Substance abuse	3.2.1: Identify harmful substances such as drugs and alcohol and discuss how to avoid them.	3.2.1a: Describe how chewing betelnut and other drugs affects health	<ol style="list-style-type: none"> List some effects of chewing betelnut. Illustrate effects of smoking marijuana Draw a harmful substance and label it using meaningful and colorful designs to indicate their dangers to the human body.
		3.2.1b: Describe how smoking tobacco at home can cause ill health to both the smoker and non-smoker	<ol style="list-style-type: none"> Draw or collect packets or pictures of tobacco products and label them. Name the diseases that are a result of taking cigarette.
		<p>3.2.1c: Explain and discuss other effects of smoking such as odors, fire, litter</p> <p>3.2.1d: Role-play how to say 'no' to bad habits such as smoking, chewing betelnut, spitting</p>	<ol style="list-style-type: none"> List these habits and plans to improve on this habit Draw posters of 'No littering' and paste up around the school grounds, Display poster of smoking and its effects.
2. Protection against disease	3.2.2: Justify and demonstrate a range of everyday health habits that help protect and promote personal health	3.2.2a: Explain why it is important to keep hands, fingernails and body clean	<ol style="list-style-type: none"> Ways to keep the hands, toes and finger nails clean Explain the importance of keeping clean hands and promote safe personal Health.
		3.2.2b: Discuss when to wash hands such as before eating, before preparing food, after using the toilet	<ol style="list-style-type: none"> Consider and describe proper hand washing rules and facts of washing hands Draw posters and illustrations on the understanding of hand washing
		3.2.2c: Explain the need to keep clothes, bedding and towels clean.	<ol style="list-style-type: none"> Keeping the clothes, bedding and towels clean <ul style="list-style-type: none"> Why these things should be kept clean.

Term 2			
Unit	Content Standard	Performance Standards	Suggested Assessment
2. Protection against disease		3.2.2d: Label the different types of teeth such as canines and molars and describe their different uses	<ol style="list-style-type: none"> 1. Name the types of teeth and describe their uses 2. Assessment Tasks: List products to brush the teeth and identify oral problems and how to prevent it
		3.2.2e: Describe how to care for and maintain healthy teeth	<ol style="list-style-type: none"> 1. Identify types or ways to maintain the healthy clean home

Term 3			
Unit	Content Standard	Performance Standards	Suggested Assessment
3. Healthy Environment	3.2.3: Discuss the need to care for their homes and demonstrate actions to keep them healthy.	3.2.3a: Gather and present information to show unsafe or unhealthy places in their homes or surrounding and propose ways of improving them.	<ol style="list-style-type: none"> 1. Write down at least five reasons of keeping toilet facilities clean.
		3.2.3b: Describe how fresh air and light contribute to making the home healthy.	<ol style="list-style-type: none"> 1. Assess the models of houses and how well ventilated, is it by having windows, enough space, and quality of effort put into the model.
		3.2.3c: Explain why sleep and rest are important for proper growth and good health	<ol style="list-style-type: none"> 1. Name the reasons for having rest and enough sleep.
		3.2.3d: Recommend ways to keep the homes neat and clean such as sweeping, washing clothes and putting bedding out in the sun to air.	<ol style="list-style-type: none"> 1. List the possible diseases that may spread from sharing, towels

Term 3			
Unit	Content Standard	Performance Standards	Suggested Assessment
4. Health Service	3.2.4: Explain how health products and people in the community help to promote health in home.	3.2.4a: Identify health products used at home and make a display of empty health product containers, labels and packages	1. Make a list of health products found in our home. And classify them into two groups – traditional and modern
		3.2.4b: Discuss the uses of various health products used at home	1. List down some health products and write their uses, or Match these health products against their uses.
		3.2.4c: Describe some local leaves, roots and fruits used as medicine to assist in personal cleanliness and health	1. List the local herbs and the sickness it cures.
		3.2.4d: Describe the roles of health workers and community members who promote healthy homes	1. List the roles of the health workers

Term 3			
Unit	Content Standard	Performance Standards	Suggested Assessment
1. Food and Growth	3.3.1: Understand the value of food and know how to prepare a healthy diet and demonstrate good eating habits	3.3.1a: List the main ideas presented by a guest speaker on the importance of eating healthy food	1. Outline the local healthy food and importance of eating them.
		3.3.1b: Explain the importance of regular meals and discuss daily meal requirements for family members such as pregnant mothers, babies, older people	1. Identify and list foods in a meal (lunch(and its nutrients. (Take home test) 2. Identify the nutrient contained in food. And Prepare a balanced meal.
		3.3.1c: Analyze daily meals and discuss why quality is more important than quantity in relation to good health and growth	1. Analyze quality food from the food groups and its benefit 2. Analyze quality food preparation and maintain to contain healthy balanced meal
		3.3.1d: Brainstorm and list places such as the garden, store, markets and bushes where healthy foods can be obtained and group into appropriate groups	1. Select food for good health from different sources such as sea, bush, store or market. 2. Draw one type of each of the four food groups, label and color them

Term 4			
Unit	Content Standard	Performance Standards	Suggested Assessment
2. Food and Hygiene	3.3.2: Identify and explore opportunities for handling and preparation of food in a healthy way	3.3.2a: Demonstrate hygienic ways to prepare healthy food and suggest ways they can do this at home	1. List the food hygiene and how food is prepared.
		3.3.2b: Describe how to prepare and store food in safe places away from insects	1. Students role play the importance of storing food in a safe place
		3.3.2c: Role play how to clean and store away utensils after eating	1. Ways of cleaning and storing eating utensils
		3.3.2d: Plan a nutritional meal	1. Assess students preparing a simple balanced meal applying the hygiene behaviors
1. Safety	3.4.1: Identify potentially hazardous situations and demonstrate actions to respond to unsafe and emergency situations.	3.4.1a: Describe characteristics of safe and unsafe places.	1. Draw a chart on unsafe places and say why it is not safe. 2. In pairs Role plays ways to avoid injuries and respond to treating the causality.
		3.4.1b: Identify emergency situations e.g. Injuries, abductions, fire, flood, volcanoes, tsunamis, earthquake.	1. Project: Let's cut pictures of recent cyclone or draw it. 2. Poster: Draw and describe Dangerous animals and insects that are harmful
		3.4.1c: Discuss the meaning of basic safety-related signs, symbols, and warning labels	1. Poster: Draw simple or basic safety signs and symbols. 2. Label the different safety gears

Term 4			
Unit	Content Standard	Performance Standards	Suggested Assessment
2. First Aid	3.4.2: Demonstrate ways to deal with unsafe and emergency situations at home and school.	3.4.2a: Understand and practice simple and basic first aid such as care of sores and scratches, headache, stomach aches, swelling and where to go for help.	<ol style="list-style-type: none"> 1. Demonstrate the basic first aid of how to stop bleeding nose. 2. Apply simple first aid for fresh cuts and injuries. 3. Name about '5' causes of headache. Have pictures to accompany them
		3.4.2b: Demonstrate the ability to support other students who have chronic diseases and conditions; such as asthma, allergeris, diabetes, epilepsy.	<ol style="list-style-type: none"> 1. Identify the types of food eaten which causes food poisoning. 2. List the steps to treating an asthmatic person. 3. Describe how to respond to an unconscious child at school.
		3.4.2c: Plan and role play ways to protect themselves in emergency or dangerous situations	<ol style="list-style-type: none"> 1. List the types of life jackets and how to use them correctly. 2. Demonstrate an understanding of using a car tyre tube to float on at sea.
		3.4.2d: Practice emergency, fire, and safety plans at home and at school.	<ol style="list-style-type: none"> 1. Identify fire safety gears and explain how to use them in a fire situation 2. Identify and list earth quake drill procedures. 3. Demonstrate correct fire drill procedures in groups of five.

Sample Assessment Task Plans

These sample assessment tasks are given as examples for teachers to either use or adjust to suit the learning needs of the students and their context. Refer to the Suggested Assessment task for link.

Sample Assessment Task 1.

Strand 1: Growth and development **Unit 1:** My Body

Content Standard	Performance Standard/s	Assessment Task	Assessment Criteria	Assessment Method	Recording & Reporting Method
3.1.1: Identify physical changes and body features that are associated with growth and development	3.1.1a: Identify physical changes in weight and height and compare their similarities and differences	1. Draw the physical changes that can be seen in their pairs	1. Identify changes in weight 2. Identify changes in height. 3. Label the change against the picture. 4. Describe the change 5. Source of information.	Work sample	Comments on the work sample

Guided questions

1. What is the previous height?
2. What is the previous weight?
3. In your own words, describe your understanding on your findings and how it is important to your health.
1. Who has assisted you to gather your information? Where have you sourced your information? How did you gather your information to answer the above questions?

Sample Assessment Task Plan 2

Strand 3: Nutrition

Unit 1: Food and growth

Content Standard	Performance Standard/s	Assessment Task	Assessment Criteria	Assessment Method	Recording & Reporting Method
3.3.1: Understand the value of foods and know how to prepare a healthy diet and demonstrate good eating habits	3.3.1a: List the main ideas presented by a guest speaker on the importance of eating healthy food	In pairs outline the local healthy food and their importance of eating them	<ol style="list-style-type: none"> 1. Identify the different healthy foods 2. List them and do illustrations of three of them 3. Describe their work to the body. 4. Source of information. 	1 group activity	Checklist on individual student participation and contribution, record and group activity.

Note: This task will require time and resources. Ensure that prior preparations and ways to source income to purchase food or other things are done smoothly and transparently.

Sample Assessment Task Plan 3

Strand 4: Safety and First Aid

Unit 1: Safety

Content Standard	Performance Standard/s	Assessment Task	Assessment Criteria	Assessment Method	Recording & Reporting Method
3.4.1: Identify potentially hazardous situations and demonstrate actions to respond to unsafe and emergency situations.	3.1.4d Know and understand that going to school can help them learn about jobs and tasks that promote health and care of family and community	Draw on a chart unsafe and say why it is not safe. In pairs Role play ways to avoid injuries and respond to treating the causality.	Identify unsafe and safe places Correct descriptions of safe places Description of unsafe places and why it is safe or unsafe for use. Neatness	Work sample	Commenting on students work sample produced.

Work sample

Name:

Class:

Date:

Marks: /15

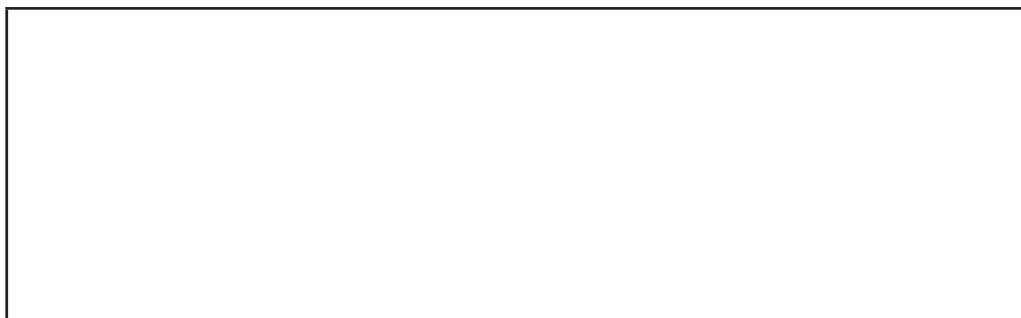
1. Descriptions

Identify safe places	Description of these places
1. Identify unsafe places	
2.	
3.	

2. Say why it is important

.....
.....
.....
.....
.....

3. Illustrations



Reporting and Recording

The reporting and recording of student achievements in the classroom affirms both the teacher and students achievements in teaching and learning. Reporting is communicating student's achievements to their parents and guardians, teachers, students and others. Formal reporting through written reports or interviews are done to inform parents and guardians of their children's learning progress and other related areas such as student behaviors.

Evidence of students' learning and behavior can be accessed from the students' portfolios and in the teacher's own files. Teachers must ensure that the students have demonstrated and achieved the content standards independently on a number of occasions.

Recording and Reporting Strategies

The types of strategies teachers may want to use in recording students' achievements must be precise and informative.

Some of the strategies suggested include:

Checklists of various kinds-(individual, group and class)

Journals

Anecdotal Notes

Samples of Recording and Reporting Templates

Keeping informed records of student performances on formal recording tools is very important both for the students, guardians, parents and teachers of the next grade level. Some recording tools are shown below as samples for teachers to use apart from those used. These are:

Sample: Anecdotal Notes – Class Grid 5A

record the dates of assessment tasks

Write comments on the performance observed as per the criteria given.

One box is for a student.

this same grid can be used for a term depending on the type and number of assessment task prepared

Class 3a Anecdotal Notes - Group 1

May - 5.1.1	June	July	August	September	October
Aipe • 29/05/17 AT 1 Performed C1 & C2 satisfactorily	•	•	•	•	•
Kokun • 29/05/17 AT 1 Performed C1 satisfactorily but C2 was incomplete					
Kowi • 29/05/17 AT 1 Performed C2 satisfactorily but did not attempt C1					

Sample of Individual Checklist for several assessment tasks in a term for a strand

Strand 1: Growth and Development CS: 3.1.1 Assessment Task: Draw the physical changes that can be observed with their pairs		Marking Code Keys :		
		C: Competent PC: Partly Competent NC: Not Competent		
Class List (Total number of students on roll)	1. Identify the different healthy food	2. List them and do illustrations of three of for each group	3. Describe its work in the body.	
1. Aipe				
2. Kowi				
3. Kokun				
4. Sarah				
5. Dorothy				
6. Hannabeth				
7. Monkay				
8. Terrily				

A General Weekly Health Checklist for General Hygiene

Key:
Clean: Untidy: XNeeds improvement: 0

Week:

Names	Body	Hair	Teeth	Clothes	Finger nails	Comments
1. Paul						
2. Koso						
3. Albert						
4. Monkay						
5. Mackduhui						
6. Macdela						

Evaluation

Assessment information can also be used by teachers to evaluate the effectiveness and the quality of health lessons taught throughout the year.

Assessment information serves three purposes:

- to improve students' learning
- to improve the quality of teaching
- to improve the content

There are several ways to conduct evaluation; teachers are encouraged to utilize appropriate methods to do their evaluations.

Resources

These text books have been used as resources for teachers information Notes in the Teacher Guide development.

Body Owner's Manual, "Life be in it"

Dr. James Witch halls first aid handbook for childhood emergency, 1967

'Surprising Ways to fight Headache Pain' by Karen Pallarito

DoH (1981) Nutrition for Papua New Guinea , Papua New Guinea

Live and Learn Environment Education, Germ buster

MVIL (1995) The Road Smart Book, Resource book for Social Science and Health

Glossary

The Health subject has words specific to the content of growth and development, nutrition, Individual and community health and Safety and first aid. The words are taken from the subject content of learning for junior primary. The definitions are given to assist with meanings of words to help teachers understand the words and its context.

Table of glossary words

Abuse	to treat a person or animal cruelly, whether physically, psychologically, or sexually, especially on a regular or habitual basis
Alcohol	liquid for drinks or solvents-a colorless liquid, produced by the fermentation of sugar or starch, that is the intoxicating agent in fermented drinks. Formula: C ₂ H ₅ OH
Beddings	bed coverings - the mattress, pillows and coverings such as sheets, quilts, and blankets used to prepare a bed
Canines	pointed tooth - a pointed tooth between the incisors and the first bicuspids. Most mammals have two in each jaw.
Characteristics	physical appearance, features, physical characteristics, face, appearance
Changes	lasting for only a short time and quickly coming to an end, disappearing, or changing
Cleanliness	the degree to which somebody keeps clean or a place is kept clean
Communicable disease	disease which is able to be passed from one person, animal, or organism to another
Diarrhea	Watery feces frequent and excessive discharging of the bowels producing thin watery feces, usually as a symptom of gastrointestinal upset or infection
Drug	an often illegal and sometimes addictive substance that causes changes in behavior and perception and is taken for the effects
Equipment	necessary items - the tools, clothing, or other items needed for a particular activity or purpose
Emergency	sudden crisis requiring action: an unexpected and sudden event that must be dealt with urgently
Emotions	a strong feeling about somebody or something
Examine	to inspect or study somebody or something in detail
First aid	emergency medical help or emergency medical treatment for somebody who is ill or injured, given before more thorough medical attention can be obtained - Example sports injury
Hazardous	potentially very dangerous to living beings or the environment

Height	the distance that somebody or something is above the ground, sea, or another reference point
Hygienic	promoting health - promoting health or cleanliness, germ free, clean or free from disease
Immunization	vaccination injection for children between the ages of one week to 6 years to prevent them from diseases such as polio, pigbel, measles
Immunize	make somebody resistant to a disease: to make somebody resistant to a disease, especially by vaccinate
Injury	physical damage to the body or a part of the body
Litter	scattered trash - pieces of trash that have been carelessly left on the ground, especially in a public place or outdoors
Malaria	recurring illness transmitted by mosquitoes - an infectious disease caused by a parasite that is transmitted by the bite of infected mosquitoes. Common in tropical countries, the disease is characterized by recurring chills and fever.
Malnutrition	a lack of healthy foods in the diet, or an excessive intake of unhealthy foods, leading to physical harm
Medical	relating to, involving, or used in medicine or treatment given by doctors
Morals	able to distinguish right from wrong and to based and make decisions on that knowledge
Molars	back tooth - a large back tooth in humans and other mammals, used for chewing and grinding. Human beings have twelve molars.
Non-communicable	disease which cannot be passed from one person to another, easily
Non-smoker	somebody who does not smoke - somebody who does not smoke tobacco products
Nutrition	processing of food - the process of absorbing nutrients from food and processing them in the body in order to keep healthy or to grow
Odors	a smell, whether pleasant or unpleasant
Physical activity	physical activities done daily playing games, cleaning jobs around the house, community and school s such as raking rubbish, disposing of rubbish, cutting grass and clearing up the flower gardens.
Physical changes	body changes that appears in male or female child as they reach teenage years and grow older eg; hair under the armpit of both boys and girls
Prevention	action that stops something from happening - an action or actions taken to stop somebody from doing something or to stop something from happening
Puberty	the stage in human physiological development becomes capable of sexual marked by genital maturation, development of secondary sex characteristics, such in girls, the first occurrence of menstruation.

Rubbish	trash, garbage, or other unwanted things
Safety	freedom from danger protection from, or not being exposed to, the risk of harm or injury
Safety-gear	the equipment that is needed to be worn on certain parts of the body for protection and safety when participating in a particular activity that may be dangerous
Similarities	shared characteristic - a quality or feature that two or more people or things have in common
Tobacco	dried leaves processed for smoking: the dried leaves of a plant of the nightshade family, processed primarily for smoking in cigarettes, cigars, and pipes
Toilet	an outdoor room or building with facilities for defecation and urination
Treatment	a remedy, procedure, or technique for curing or alleviating a disease, injury, or condition
Tuberculosis	an infectious disease that causes small rounded swellings tubercles to form on mucous membranes, especially a disease pulmonary tuberculosis that affects the lungs
Trait	a characteristic or quality that distinguishes somebody
Unsafe	not safe
Utensils	things used for eating and cooking such as cups, plates, spoons, forks, pots, etc...
Values	regard somebody or something highly - to regard somebody or something as important or useful
Weight	the heaviness of a particular object or person, especially measured by a particular system of weight

References

NDOE documents for References

NDoE, 2017 Junior Primary Health Syllabus

NDoE, (2003), Lower Primary Health Teachers Guide

NDoE, (1987) Community School Health Curriculum Statement

NDoE, (2004) OBC Lower Primary Syllabus and Teacher Guides

NDoE, (1999) Reproductive and Sexual Health (Supplementary Text)

NDoE, (1995) Set of Health pupil's books: Take Care, Me and You, My Skin, Germs: Our Unseen Enemies, Safe-Healthy Homes, Me and Others, Malaria, Growing Well, Safe-Healthy Communities, Good Advice for Growth, My Head, Deadly Habits

NDoE, (1994) Drug Booklets: You are special, Stop for Life, What about me?, Betelnuts and Drugs, alcohol and Smoking.

NDoE, UNICEF (2001) Reaching the Community through Schools - HIV/AIDS awareness.

NDoE, NDOH, WHO (2003) Health-Promoting Schools Training for Teachers - Trainer's Manual

NDoE, NDOH, WHO (2003) Health-Promoting Schools Training for Teachers - Participants Activity Guide & Reading Materials 2002'

NDoE, NDOH, (1996)) Health-Promoting Schools -Teacher's Guide - Towards Health-Promoting Schools

NDoE, (1986) Grade 8 Guidance Syllabus & Teacher Guide

Appendix

1. Growth and development

The human body grows from a tiny dot from within the mother's womb to childhood, and on to adulthood. These changes are seen in the growth of the child in terms of physical changes in height and weight. The similarities and differences in body features and physical character traits are made up of many different parts that carry out many different jobs.

Self-esteem is a very important element in health during the time when the child is undergoing changes. The child has got to appreciate their body and changes taking place. They also need to understand their own actions before they can take care of their body. In this unit the children can identify parts of their own body and the systems and their functions. They also need to know about the acceptable and unacceptable behavior in other people. It is quite crucial that a child knows that he/she is a growing individual. They will identify the stages of growth and observe changes in the human growth at the puberty stage

2. Individual and Community Health

2a. Alcohol and Substance Abuse

In our environment there things that can be harmful to our health. There are plants, insects and animals that are dangerous and can harm us. Some of the pets and animals we look after can be harmful to us if there are not properly looked after. Germs can also be found in this group of harmful things.

Other harmful things are drugs and alcohol and other substitutes such as petrol and glue sniffing. The children can be able to identify these things when studying this unit and learn how to avoid them..

Alcohol and Substance Abuse

Chewing Betel nut

Betel nut or *buai* is a drug that grows naturally in the Pacific region. It is a soft nut with a tough green skin. People chew the nut to feel a mild high. In some countries, they mix the chewed nut with powdered lime and mustard.

Betel nut is a traditional drug in many communities and it is widely used. However, chewing betel nut (especially with lime) damages the mouth and teeth and lead to mouth cancer. It also produces lots of ugly red spit that spoils our environment and contributes to the spread of diseases like tuberculosis (TB).

Betel nut is important in many cultural events and social meetings. A gift of betel nut is a traditional welcome in many communities and people

share it when they meet. The use of betel nut has increased rapidly in the last twenty years and many people, including young men and women and children, chew every day. Betel nut is also a big business.

Facts about betel nut

- When betel nut is chewed, chemicals from the nut are absorbed into the body.
- Betel nut addictive – the effects can last for half an hour.
- Betel nut makes people feel alert, hot and sweaty and reduces hunger pangs.
- Betel tastes very bitter and makes the body produce lots of saliva.
- Chewing betel nut increases the risk of mouth and throat cancers.
- Chewing betel nut with lime increases the damage to the mouth and can lead to sores, ulcers, cancers and badly stained and rotting teeth.

Effects of betel nut

- Mild happiness and reduced hunger.
- Traditional social obligations and greetings.
- Sharing with others increases your social status.
- Making money in the formal sector or transporting betel nut.
- Increased risk of mouth and throat cancers.
- Stains on clothes, teeth and ground.
- Wastes money.
- Medical costs for cancer and damaged teeth.
- Littering and problems caused by informal stalls.

2b. Protection against Disease

This Unit embraces the physical, social, emotional and mental aspects of personal health and how these are influenced by biological factors and individual health choices. It also nurtures students, practical and thinking skills that enable them to enhance their own other person's personal health.

3. Nutrition

3a. Food and growth

Healthy diet or good eating habits are also essential part of good health. In this unit the students can be able to know the value of local foods and those obtained from the stores.

The students can also be able to prepare food using various styles of cooking and practice serving balanced meals. This will include the knowledge of different requirement of food for different age groups. The children can also create a back yard vegetable garden.

The children should also develop an awareness to promote diets that

enhances a healthy lifestyle. Safety is important that students must learn whilst learning in every aspects of nutrition.

Six Basic Nutrients Required for Good Health

1. Carbohydrates

Carbohydrates can be grouped into two categories: simple and complex. Simple carbohydrates are sugars whereas complex carbohydrates consist of starch and dietary fibre. Carbohydrate provides about 4 kcal (kcal = kilocalories = Calories) per gram (except for fibre) and is the energy that is used first to fuel muscles and the brain. Soluble fibre (fruits, legumes, nuts, seeds, and brown rice, and oat, barley and rice brans) lowers blood cholesterol and helps to control blood sugar levels while providing very little energy.

2. Protein

Protein from food is broken down into amino acids by the digestive system. These amino acids are then used for building and repairing muscles, red blood cells, hair and other tissues, and for making hormones. Adequate protein intake is also important for a healthy immune system. Because protein is a source of calories (4 kcal per gram), it will be used for energy if not enough carbohydrate is available due to skipped meals, heavy exercise, etc. Main sources of protein are animal products like meat, fish, poultry, milk, cheese and eggs and vegetable sources like legumes (beans, lentils, dried peas, nuts) and seeds.

3. Fat

The fat in food includes a mixture of saturated and unsaturated fat. Animal-based foods such as meats and milk products are higher in saturated fat whereas most vegetable oils are higher in unsaturated fat. Compared to carbohydrate and protein, each gram of fat provides more than twice the amount of calories (9 kcal per gram). Nevertheless, dietary fat does play an important role in a healthy diet. Fat maintains skin and hair, cushions vital organs, provides insulation, and is necessary for the production and absorption of certain vitamins and hormones. Nutrition guidelines state that Canadians should include no more than 30% of energy (calories) as fat and no more than 10% of energy as saturated fat.

4. Vitamins

Vitamins help to regulate chemical reactions in the body. There are 13 vitamins, including vitamins A, B complex, C, D, E, and K. Because most vitamins cannot be made in the body, we must obtain them through the diet. Many people say that they feel more energetic after consuming vitamins, but vitamins are not a source of energy (calories). Vitamins are best consumed through a varied diet rather than as a supplement because there is little chance of taking too high a dose.

5. Minerals

Minerals are components of foods that are involved in many body functions. For example, calcium and magnesium are important for bone structure, and iron is needed for our red blood cells to transport oxygen. Like vitamins, minerals are not a source of energy and are best obtained through a varied diet rather than supplements.

6. Water

Water is a vital nutrient for good health. Most of our body weight (60-70%) is made up of water. Water helps to control our body temperature, carries nutrients and waste products from our cells, and is needed for our cells to function. It is recommended that adults drink 8 glasses of fluid daily (or more in hot weather or during physical activity). This fluid does not have to be water alone. It can also be obtained from juice, milk, soup, and foods high in water such as fruits and vegetables.

4. Safety and First Aid

Precaution and prevention is a good guide to safety and good health and following rules helps us to be cautious. In this unit the students learn safety rules that already exist for the use of roads and vehicles. Some of the rules are common sense such as how to behave when using the river and sea or playing on the playing ground or climbing up the trees. The children will be guided to develop good safety habits to follow the rules that are in place.

The students are guided to understand and demonstrate simple and basic first aid such as care of sores and scratches, head ache, stomach ache swelling and where to get help from the services that are provided in the community.

Safety lessons develop ideas about dangers in the community, dangerous behaviour, and ways to prevent accidents happening and simple first aid practices /resources.

Some things in the community's environment are dangerous or unsafe and can cause injury or harm. Being safe depends upon understanding of danger knowing how to avoid them and putting into practice safety rules. As we become older we become more responsible.

Young students must get help if an accident occurs. Simple first aid practices for cuts, scratches and burns can be put into practice. Many traditional practices are useful in treating injuries. Different treatment is needed if poisoning occurs. Coping with accidents depends upon being calm, seeing what is wrong and deciding what to do.

4a. First Aid Kit**4b. Resuscitation****4c. Unconsciousness****2. Life skills**

Three main life skills are reinforced throughout the learning period of Grades 3-5 in the Primary Level.

i) Interpersonal communication

Positive relationships support the development of healthy attitudes and behaviors. The ability to appropriately convey and receive information, beliefs, and emotions is a skill that enables students to manage risk, conflict, and differences and to promote health.

ii) Decision Making

Managing health behaviors requires critical thinking and problem solving. The ability to use decision-making skills to guide health behaviors fosters a sense of control and promotes the acceptance of personal responsibility.

iii) Goal Setting

The desire to pursue health is an essential component of building healthy habits. The ability to use goal-setting skills enable students to translate health knowledge into personally meaningful health behaviours.

'FREE ISSUE NOT FOR SALE'