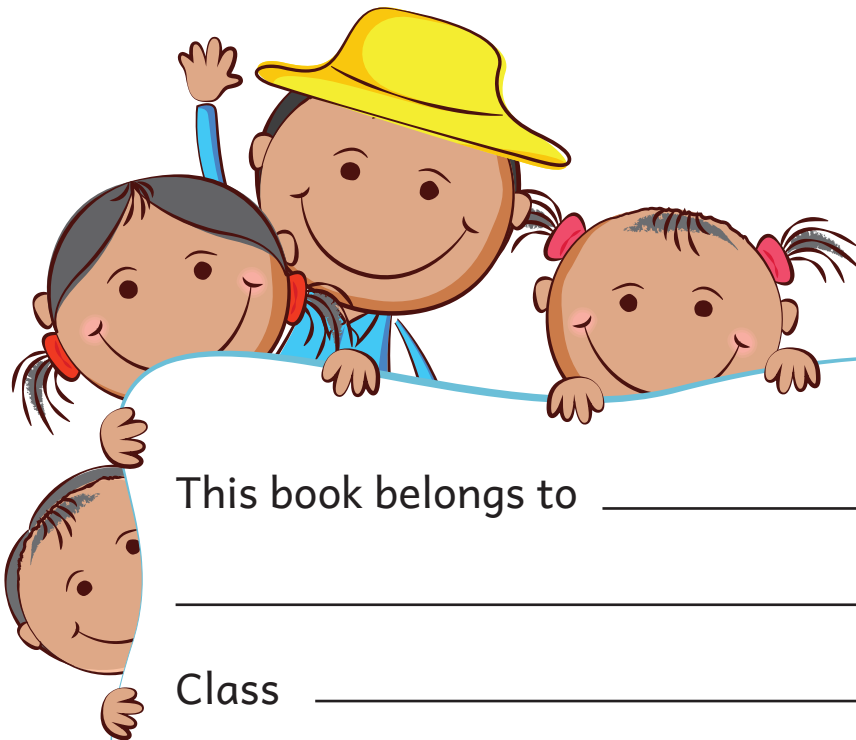


Exploring Health & P E

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Preface

Exploring Health and Physical Education, Student Activity Books are textbooks based on the requirements of Health and Physical Education syllabus for key stage 1, developed by the National Institute of Education. The learning experiences in the books provide a solid foundation of balanced instruction and offer a fresh approach to teaching and learning.

The book is designed to provide opportunities to foster personal development and health and well-being of the child. It will help him/her create and maintain supportive relationships and become a responsible citizen of the society.

The engaging activities in the book will help promote both intrapersonal and interpersonal development by helping children accept themselves as unique individuals and by providing opportunities to nurture self-worth and self-confidence.

The syllabus will help the children to acquire a range of communication skills and motivate them to understand health dimensions required for healthy living.

The underlying pedagogy followed is to learn by doing which provides ample opportunities to develop skills of students through unique and creative activities that focus on both understanding and learning. The activities are interactive in nature and are well integrated with other subjects. The integration is imperative since it will result in the holistic development of the child.

We extend our sincere thanks to Cambridge University Press for partnering with us in this endeavour.

We are beholden to the members of the NIE Curriculum Team for the support rendered

Mohamed Ashir
Education Development Officer

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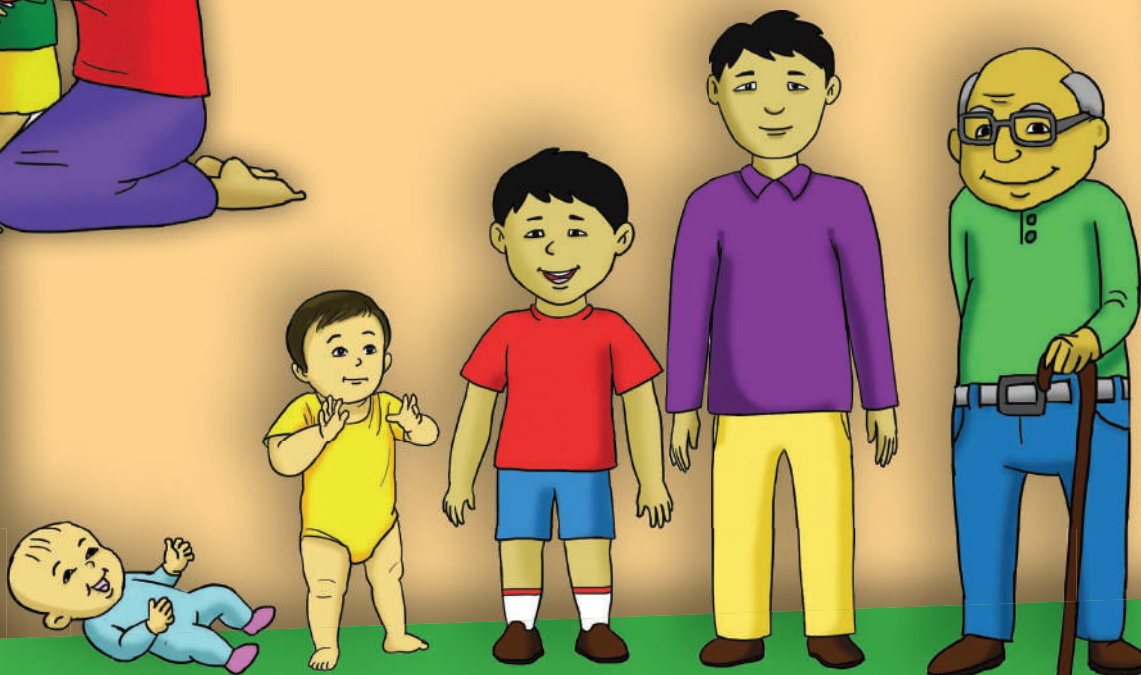
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UNIT I



Health and Body Awareness



Lesson 1: Growing Up

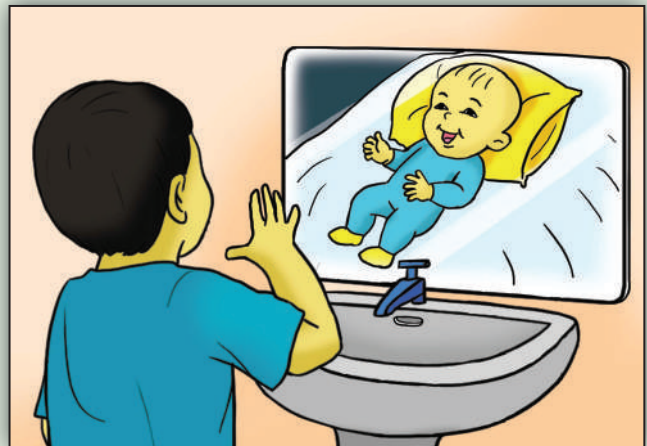


Learning Outcomes

1. I am learning the meaning of growth and development.
2. I am learning about physical, social, emotional and intellectual changes.
3. I am learning to identify factors influencing growth and development.

Growth and Development

The words growth and development have different meanings. But they are used for same purpose.

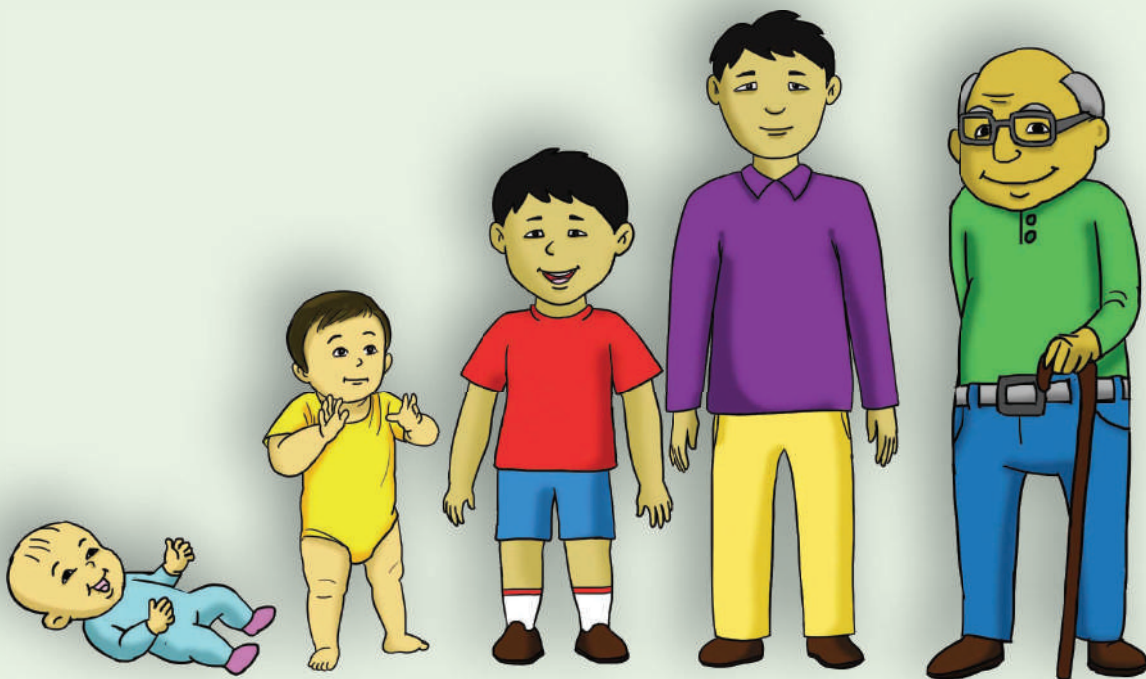


Growth refers to the process of increasing in size. The growth of any person means an increase in size, height or weight.

For example, growth refers to an increase in your height.

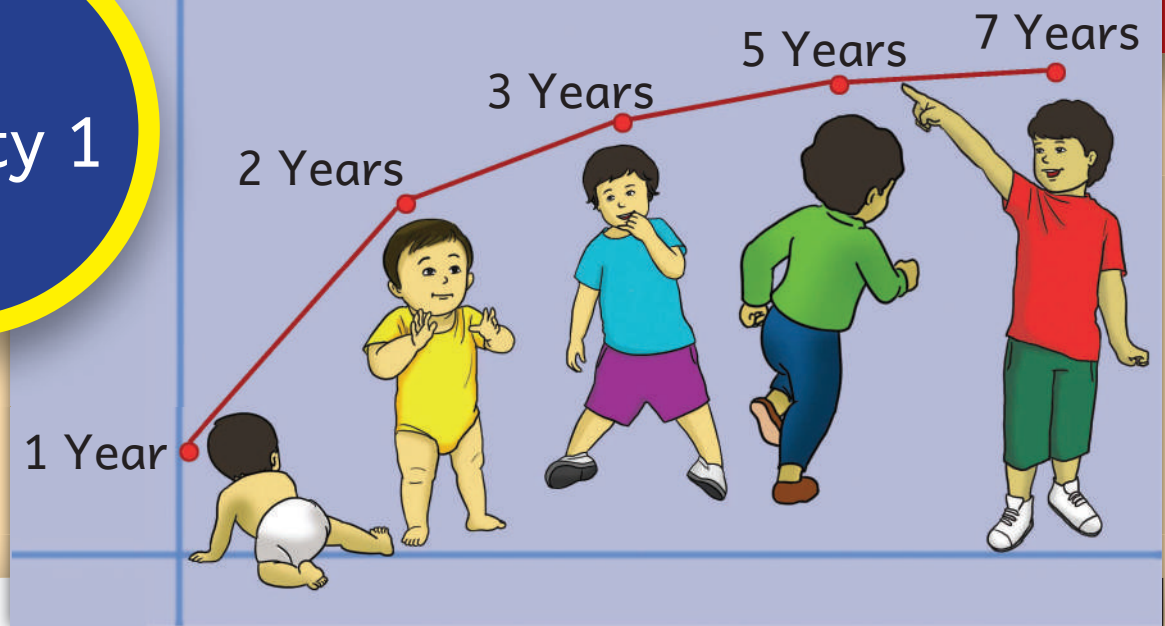
Development is the overall changes in the person, leading to maturity.

For example, a newborn baby cannot speak. But as we develop we learn to speak, express ourselves and relate to other people.



The processes of growth and development go on side by side.

Activity 1



Look at the picture. Can you see the changes in body? It shows a person's growth chart.

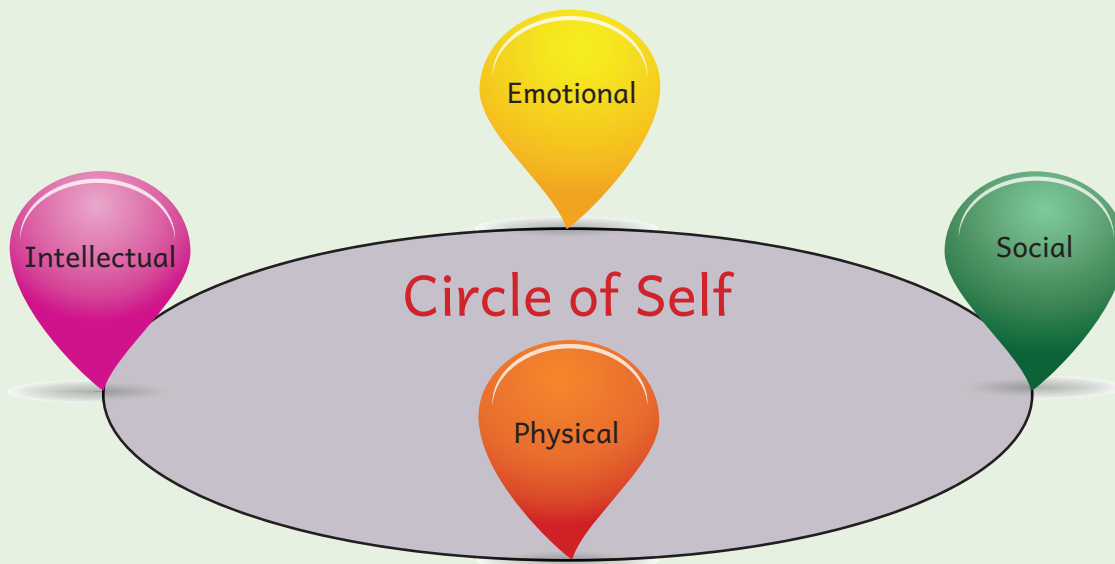
Now, look at your baby picture and your latest picture. List four changes that you can see from your baby picture to your latest picture.

- _____
- _____
- _____
- _____

Growing Up

As we grow and develop, our body goes through many changes. These changes can be physical, social, emotional and intellectual.

Physical changes are changes in our weight, height and size.



Social changes are changes in the way we interact with our family, friends and peers. We show interest in the way our siblings and friends dress and we copy them. As we grow, we learn to make new friends and build new relationships.

Emotional changes can be seen in the way we learn to express different emotions like happiness, anger, and sadness to our near and dear ones.

Intellectual changes occur when we mentally grow. From learning the alphabets and numbers to learning how to spell and do calculations, we develop and learn things as we grow.

We show different changes depending upon our growing age.

Activity 2

Compare yourself with one of your siblings and either of your parents. Complete the table.

	Me	My Sibling	My Mother/ Father
Weight			
Height			
Household Chores			
Games and Toys			
Occupation			

Activity 3

Colour and describe different stages of a plant growth.



Stage 1: _____

Stage 2: _____

Stage 3: _____

Stage 4: _____

Activity 4

Read the situations. How do you feel about them? Can you help these people? Share your thoughts with your classmates.

- (A) When you see an old man asking for money or food on the road.
- (B) When you see a child of your age not going to school.
- (C) When your parents do not allow you to go on a school field trip.
- (D) When your brother wins an award at a Science fair.

Factors Influencing Growth

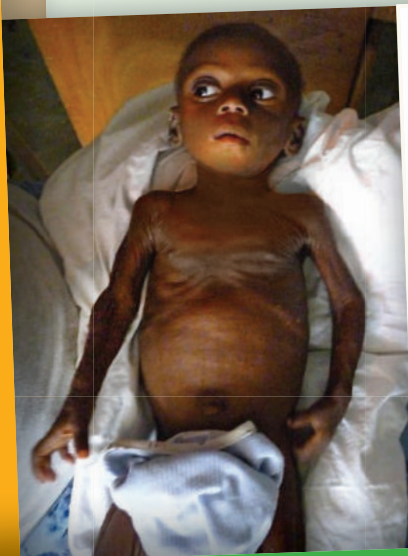
The growth of a person depends on many factors. Some of them are nutrition, illness and injuries.

Nutrition: Good food is one of the most important factors for growth. You need a healthy diet filled with carbohydrates, fats, minerals, vitamins and proteins to grow properly.

If you do not eat proper food, you will not get proper nutrients. This leads to imbalanced growth. For example, eating too much junk food causes health problems. Eating too little



Do you know your brain depends on your stomach to signal that it is full? But it takes over 20 minutes for your stomach to deliver the message. Therefore, you should eat slowly during meals. Otherwise you will eat too much.



food causes malnutrition and stops you from growing properly.

Illness: Children who get ill often or who suffer from diseases, are unable to grow and develop properly.

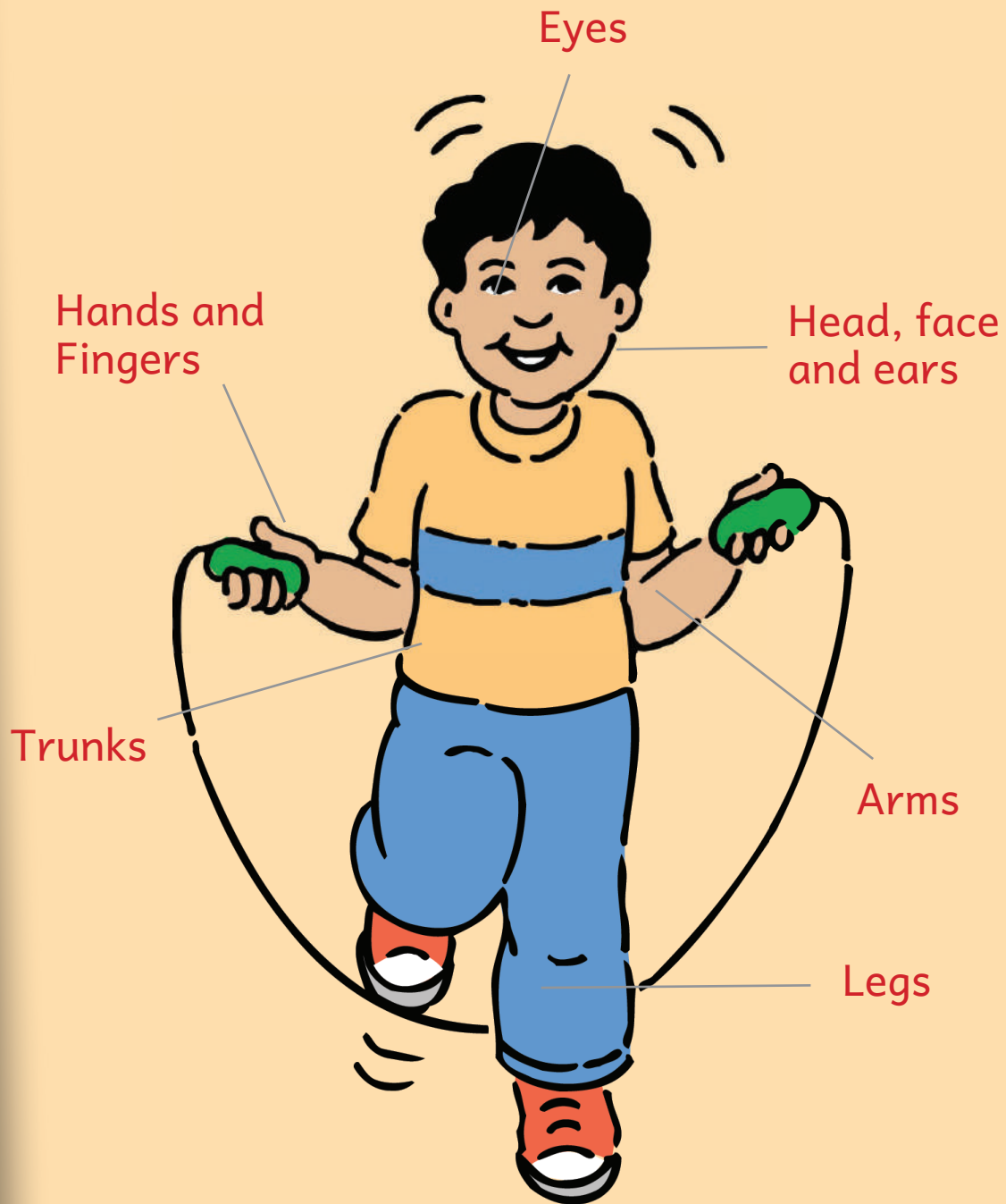
For example, a child with polio may not be able to use his limbs to walk.

Injuries: You can hurt yourself accidentally at home, at school or in the playground. Sometimes, these injuries may harm your growth. For example, a head injury may cause the brain to stop functioning. As a result, a child may not grow mentally and intellectually. Therefore, it is important to follow safety rules.

Promote your growth and development by following these rules.

- Eat healthily
- Exercise everyday
- Keep safe and secure while working or playing
- Follow hygiene rules to avoid getting sick
- Get involved in class activities and discussions

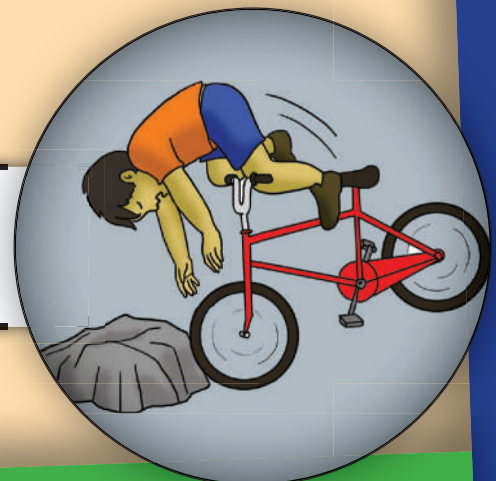
Most Injured Parts of our Body



Keep them safe

Activity 5

Tick (✓) the activities that leads to proper growth and cross (X) out the activities that prevent proper growth.



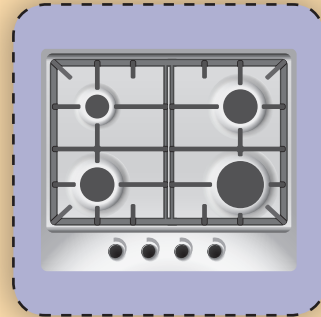
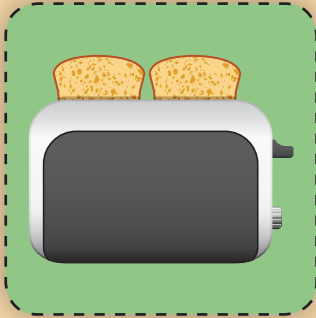
Activity 6

Write five daily activities that help in your growth and development.



Activity 7

Circle the things that can be hot and therefore unsafe to touch.



Lesson 2: Keeping Safe



Learning Outcomes

1. I am learning to use body safety rules.
2. I am learning to identify strangers and how to protect myself.
3. I am learning to differentiate between safe and dangerous situations.
4. I am learning about myself.

Be Safe!

Sarah came back from school hurt. She told her mother that at lunch time she fell and hurt her knee.



“Sarah, you have to be more careful. Personal safety is very important”, said her mother Mariyam.

Personal Safety

It refers to the ways to stay safe physically, emotionally and socially.

A person should be careful all the time, be it at home, at school or anywhere outside.

Safety also involves staying safe from injuries, accidents and other dangerous things.



Body Safety Rules

- Always be prepared, careful and strong.
- Do not walk alone in secluded areas. Always stay with a group while waiting for the school bus.
- Nobody is allowed to touch you without your permission. Your body belongs to you.

My body
belongs
to me

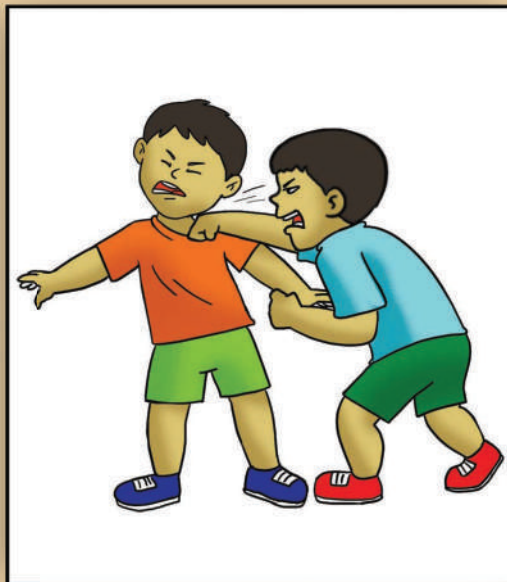


- Learn about your private body parts. They are the parts covered by your bathing suit.
- Tell a trusted adult if you do not like somebody's way of touching you or if someone touches your private body parts.
- Stay away from strangers.
- In case someone is following you, run into a shop or a busy place and inform a trusted adult.

- Report any unusual thing or activity to your parents and your teachers.
- Never keep secrets that make you feel bad.
- Be strong, be brave and always speak up.

Activity 1

Circle the pictures that show good touch. Cross (x) out the pictures that show bad touch.



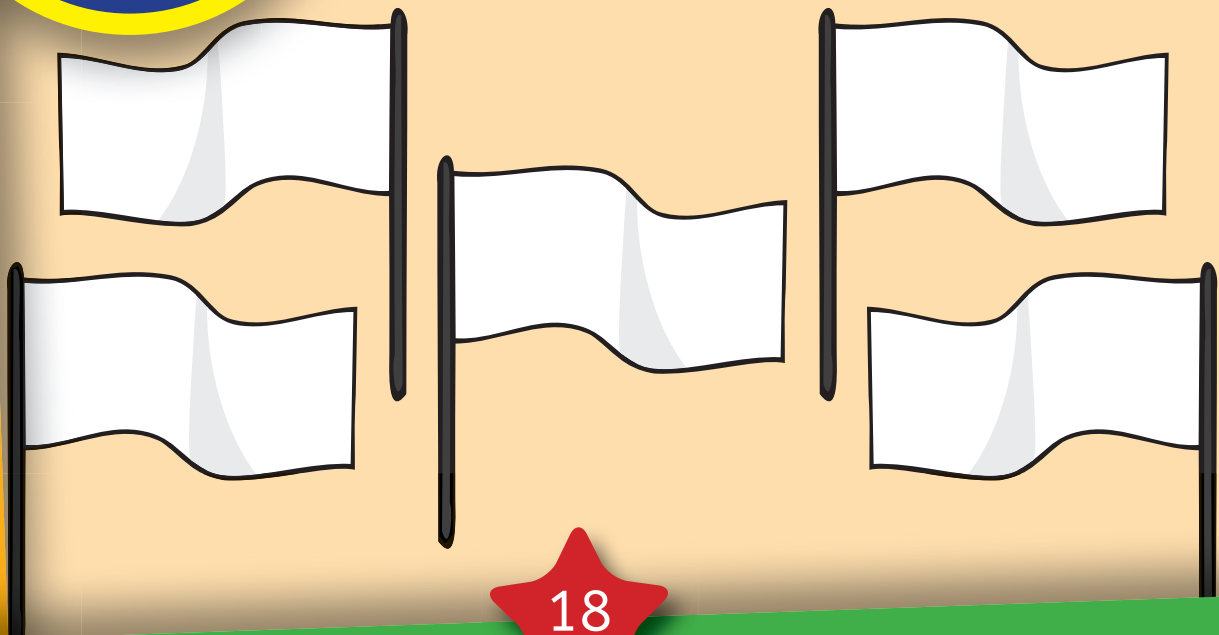
Activity 2

Draw or paste a picture showing touch that makes you feel good.



Activity 3

Write the name of five adults whom you trust to talk about bad things.





Who are Strangers?

A stranger is anyone that you have never met before and do not know.

A stranger can be a man at the grocery shop or a woman in the park.

If you do not know someone, that person is a stranger to you. He/she may be dangerous and harm you as well.

Stranger Danger

Let us look at ways to stay safe from strangers.

- Do not be friendly with someone you do not know.
- If a stranger approaches you, run away from him/her.



- Have a secret code with your parents and trusted adults. Do not go out with a person who does not know this code.
- Do not accept any snacks or drinks from a stranger.
- If someone tries to take you somewhere, scream for help and run to a busy area.



Not all strangers are bad. It is important to identify which situations and people are safe and which situations and people are dangerous.

For example, if a man is asking you to go with him to buy a candy, do not go with him. Or if a woman is offering to take you to an amusement park, do not go with her.

Understand the difference between safety and danger. It means that if you do not feel right about somebody or someone, approach a trustworthy elder or a police official. Do not hide your feelings.

Activity 4

Colour the safety poster.

Say:

NO

in a
Loud Voice

If you feel
uncomfortable
about what
someone is
doing.

GO

to a safe
place with
other people

Be
Safe!

and

TELL

an adult
you trust

Activity 5

Look at the picture given below and fill in the blank to justify children's response to the stranger.

We said NO because

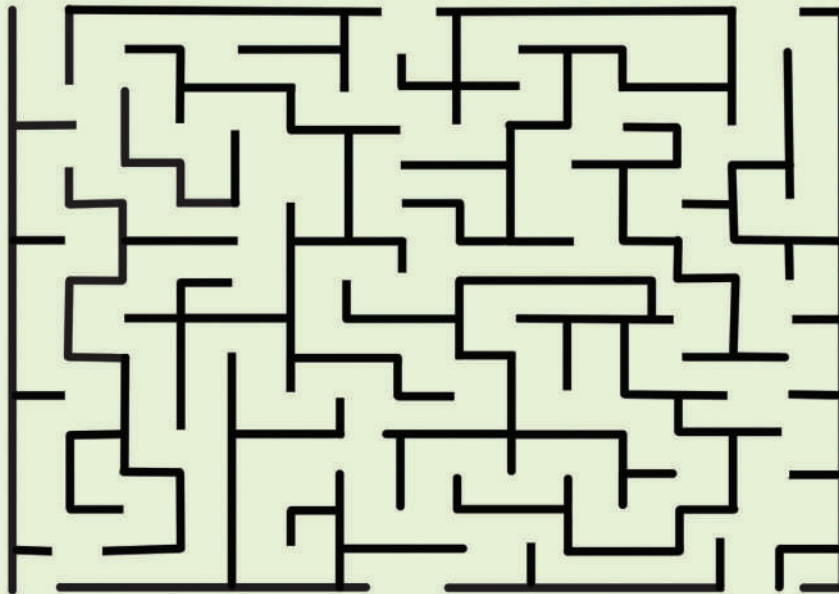


Now observe the picture given below and fill in your response in the cloud given in the picture.



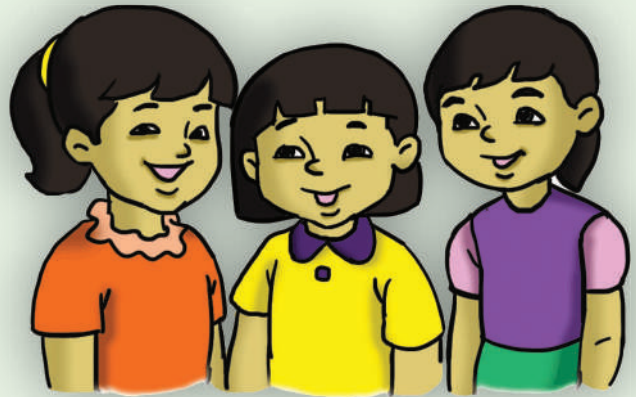
Activity 6

A stranger is talking to children while they are out. Get them to safety. Based on what they are doing, which place would each child run to?



I am Me!

One day Sarah came back upset. “What happened Sarah”, asked Mariyam.

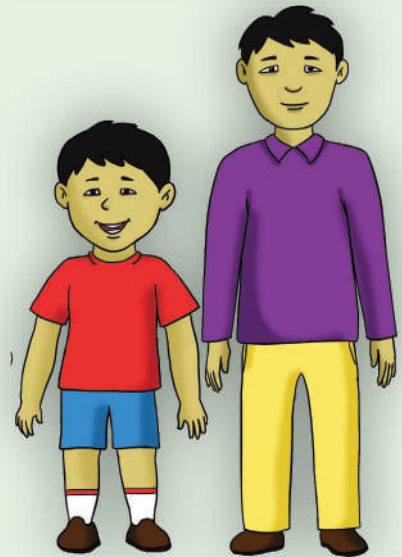


“Ali is twice my height. Sabina’s weight is less than me. Everyone teases me and calls me short and fat”, she sobbed.

Mariyam hugged her and asked her to stop crying. “Tell me my sweet Sarah, does everyone in your class look the same?”

“No mother.”

“No one looks the same. Someone may be tall. Someone may be short.



Someone may have long hair and brown eyes. While some may have blue eyes and black hair.

Your classroom partner may be very thin while the girl in the other class section may not be” explained Mariyam.

The reason is that Allah made us same, yet different. We all have different body shape, colour and size. But that does not make anyone better than the other.

Let us take example of another creation of Allah, a fish. They all have different body shape, colour and size. But they all are the same. One is not better than the other.



All these differences do not form our identity. Our qualities and manners make us who we are.

We should always be kind and polite. We must respect and take care of others. We should help others. We must have respect for our own body and that of others.



Good Manners



Be a Friend



Greet Others



Take Turns



Raise Your Hand



Be Kind

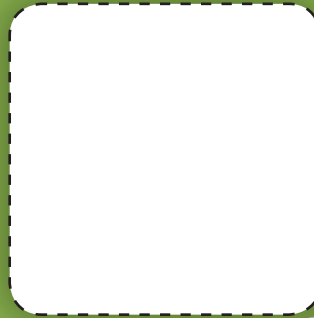
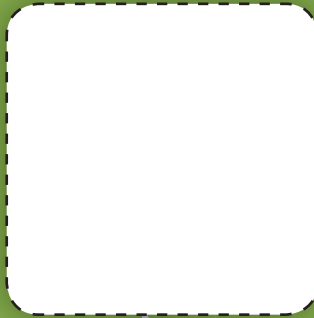
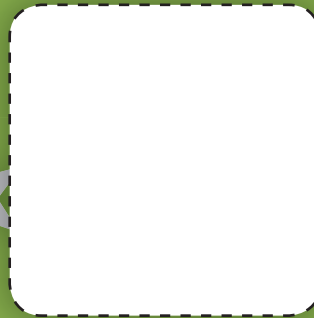
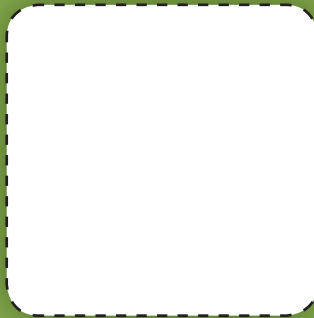


Say "Please" and
"Thank You"

Activity 7

In the four boxes given below, paste your picture and three of your friends. Observe and discuss how you all are different and yet same.

Allah Made Many Different People...



But He Loves Us All

Now, write down your name and your classroom partner. List six similarities and six differences between the two of you.

Your Name _____

Your Partner's Name _____

S. No.	Similarities	Differences
1.		
2.		
3.		
4.		
5.		
6.		

Activity 8

Write your name, your school's name and something unique about yourself.

DAILY TIMES Maldives No. 1 Newspaper

PROUD TO BE
UNIQUE

_____ (name)

Paste
your
photo

of _____ Primary School

is unique because _____

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