

Health and Physical Education

Why it is necessary to learn health and physical education

Health or state of health means the human condition with full development in all respects - physical, mental, social and intellectual or spiritual. Health or state of health is therefore important, as it is linked to all dimensions of life. All should learn about health for acquisition of knowledge, accurate understanding with proper attitude, morality and appropriate values, as well as practical skills in health for acquiring hygienic habits, resulting in the achievement of a society of quality.

What is learned in health and physical education

Health and physical education is to study about health with the aims of maintaining and strengthening health and sustainable development of quality of life of individuals, families and communities.

Health Education places emphasis on enabling learners to concurrently develop behaviours regarding knowledge, attitude, morality, values and health practices.

Physical Education places emphasis on enabling learners to participate in kinesthetic activities, physical exercises, playing games and sports. It serves as an instrument in holistic development in all respects - physical, mental, emotional, social and intellectual, as well as imparting capacities for health and sports.

The learning area of health and physical education includes the following bodies of knowledge:

- **Human Growth and Development:** the nature of human growth and development; the factors affecting growth; the relationships and the linkages in the functioning of various body systems as well as self-conduct for attaining growth and development in accord with learners' age

- **Life and Family:** the learners' values and those of their families; self-adjustment to the changes in various respects - physical, mental, emotional, sexual; creating and maintaining the relationships with others; the sexual hygiene practices and life skills

- **Movement, Doing Physical Exercises, Playing Games, Thai and International Sports:** various forms of movement; the participation in a variety of physical activities and sports, both as individuals and in teams, and both Thai and international sports; the observance of rules, regulations, orders, agreements for participation in physical activities and sports, and having sporting spirit

- **Strengthening of Health, Capacity and Disease Prevention:** the principles and the methods of selecting food, the health products and services; the capacity-strengthening for health and the prevention of communicable and non-communicable diseases

- **Safety in Life:** self-protection from various risk behaviours, i.e., health risks, accidents, violence, harm from medicines and addictive substances as well as the guidelines for promoting safety in life

Learners' Quality

Grade 3 graduates

- Have knowledge and understanding of human growth and development, the factors affecting growth and development, the methods of establishing the relationships in family and in groups of friends

- Have good health habits in eating, rest and sleep, cleanliness of all parts of the body, playing games and doing physical exercises

- Protect themselves from addictive substances, sexual harassment and know how to refuse improper affairs

- Be able to control their own movements in accord with development of each age range; be skilful in basic movements and participate in physical activities; engage in games and activities for physical capacity-strengthening for health with enjoyment and safety

- Be skilful in selecting food, toys, utensils beneficial to health; be able to avoid and protect themselves from accidents

- Be able to conduct themselves properly when face with emotional and health problems

- Follow rules, orders, agreements, advice and steps, and willingly cooperate with others until achieving the goal

- Observe their own rights and respect those of others in the team

Grade 6 graduates

- Understand the relationships and the linkages in the functioning of various systems of the body and know how to take care of important parts of such systems
- Understand the nature of changes in various respects - physical, mental, emotional, social, and sexual urge of men and women; when entering the age of puberty and adolescence, be able to appropriately adjust and manage themselves
 - Understand and appreciate the value of having a warm and happy life and family
 - Be proud of and appreciate the value of their gender; be able to correctly and appropriately observe sexual practices
 - Protect and avoid risk factors and risk behaviours detrimental to health or conducive to contracting diseases, accidents, violence, addiction and sexual harassment
 - Be skilful in basic movements and self-control in coordinated movement
 - Know the principles of movement and be able to choose to participate in physical activities, games, folk games, Thai sports and international sports with safety and enjoyment; have sporting spirit by observing rules, regulations, their own rights and duties until achieving the goal
 - Plan and regularly participate in physical activities and activities for physical capacity-strengthening for health as appropriate and required
 - Be able to appropriately manage emotions, stress and health problems
 - Be skilful in seeking knowledge and information to strengthen health

Grade 9 graduates

- Understand and recognise the importance of factors affecting growth and development in various age ranges
- Understand, accept and be able to adjust themselves to the changes in various respects - physical, mental, emotional; sexual feelings; gender equality; establish and maintain the relationship with others; make decisions and solve life problems appropriately
- Choose to consume appropriate food in suitable portions beneficial to growth and development in accord with their ages
- Be skilful in assessing the influences of sex, friends, family, community and culture on their attitudes and the values of health and life, and be able to appropriately manage such influences
- Protect themselves from and avoid the risk factors or the risk behaviours detrimental to health and conducive to contracting diseases, accidents, misuse of medicine, addiction and violence; know how to strengthen safety for themselves, family and community
- Participate in physical, sports and recreational activities as well as activities for physical capacity-strengthening for health by applying the principles of mechanical skills with safety and enjoyment, and regularly engage in such activities in accord with their aptitudes and interests
- Show realisation of the relationship between health behaviours, disease prevention, health maintenance, emotion, and stress management; do physical exercises, play sports and enjoy healthy lifestyles
- Realise their own self-worth, potential and independence
- Observe rules, regulations, duties and responsibilities; respect their own rights and those of others; cooperate in sport competitions and systematic teamworking with self-determination and sporting spirit until achieving the goals with delight and enjoyment

Grade 12 graduates

- Through the systematic planning, be able to efficiently take care of their health, strengthen health, protect themselves from diseases, and avoid risk factors and risk behaviours detrimental to health and conducive to accidents, misuse of medicine, addiction and violence

- Show love, care, concern to others and understanding of the influences of family, friends, society and culture on sex behaviours, the way of life and healthy lifestyles

- Do physical exercises, play sports, participate in the recreational activities, engage in activities for strengthening capacity for health by accurately and regularly applying skills and mechanisms with delight and enjoyment

- Show responsibility; cooperate and observe rules, regulations, rights and safety principles while participating in physical activities, and play sports until achieving their goals and those of their teams

- Show good manners in watching, playing and competing with sporting spirit and always practise good manners to infuse with good personality

- Analyse and assess their personal health to determine strategies to reduce risks and strengthen and maintain health; disease prevention, and ability to accurately and appropriately manage emotions and stress

- Apply the processes of civil society to strengthen community safety and desired lifestyles

Strand 1: Human Growth and Development

Standard HP1.1: Understanding of the nature of human growth and development

Grade-level Indicators

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
<ol style="list-style-type: none"> 1. Explain the characteristics and the functions of the external organs. 2. Explain the methods of taking care of the external organs. 	<ol style="list-style-type: none"> 1. Explain the characteristics and the functions of the internal organs. 2. Explain the methods of taking care of the internal organs. 3. Explain the nature of human life. 	<ol style="list-style-type: none"> 1. Explain the characteristics and the growth of the human body. 2. Compare their growth with standard criteria. 3. Specify the factors affecting the growth. 	<ol style="list-style-type: none"> 1. Explain the physical and the mental growth and the development in accord with their ages. 2. Explain the importance of muscles, bones and joints affecting health, growth and development. 3. Explain the methods of taking care of muscles, bones and joints for efficient functioning. 	<ol style="list-style-type: none"> 1. Explain the importance of the digestive and the excretory systems on health, growth and development. 2. Explain the methods of taking care of the digestive and the excretory systems for normal functioning. 	<ol style="list-style-type: none"> 1. Explain the importance of the reproductive and the circulatory systems affecting health, growth and development. 2. Explain the methods of taking care of the reproductive, the circulatory and the respiratory systems for normal functioning.

Grade-level Indicators			Interval Indicators
Grade 7	Grade 8	Grade 9	Grades 10-12
<ol style="list-style-type: none"> 1. Explain the importance of the nerve and the ductless gland systems affecting health, growth and development of teenagers. 2. Explain the methods of taking care of the nerve and the ductless gland systems for normal functioning. 3. Analyse the conditions of their own physical growth with standard criteria. 4. Search for the guidelines for self-development to attain growth in accord with their ages. 	<ol style="list-style-type: none"> 1. Explain the changes in physical, mental, emotional, social and intellectual respects of teenagers. 2. Specify the factors affecting growth and development in physical, mental, emotional, social and intellectual respects of teenagers. 	<ol style="list-style-type: none"> 1. Compare the changes in physical, mental, emotional, social and intellectual respects at each stage of life. 2. Analyse the social influences and the expectations on the changes of teenagers. 3. Analyse the advertising media influencing growth and development of teenagers. 	<ol style="list-style-type: none"> 1. Explain the processes of strengthening and maintaining efficient functioning of various organ systems. 2. Plan for health care in accord with conditions of their own growth and development and those of their family members.

Strand 2: Life and Family

Standard HP2.1: Understanding and appreciation of oneself; family; sex education; and having life skills

Grade-level Indicators

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
<ol style="list-style-type: none"> 1. Specify family members, love and bonds among family members. 2. Tell what they delight in and are proud of themselves. 3. Tell the characteristics of the differences between males and females. 	<ol style="list-style-type: none"> 1. Specify their roles, duties and those of their family members. 2. Tell the importance of friends. 3. Specify the behaviours appropriate to sex. 4. Explain the pride in being female or male. 	<ol style="list-style-type: none"> 1. Explain the importance and the differences of the family to them. 2. Explain the methods to establish the relationships in the family and groups of friends. 3. Tell the methods of avoiding behaviours conducive to sexual harassment. 	<ol style="list-style-type: none"> 1. Explain the characteristics of friends and of good family members. 2. Exhibit their behaviours appropriate to their gender in accord with Thai culture. 3. Cite examples of the methods of refusing harmful and inappropriate actions in sexual affairs. 	<ol style="list-style-type: none"> 1. Explain the sexual changes and conduct themselves appropriately. 2. Explain the importance of a warm family in accord with Thai culture. 3. Specify the desired and undesired behaviours in resolving the conflicts in the family and groups of friends. 	<ol style="list-style-type: none"> 1. Explain the importance of establishing and maintaining the relationships with others. 2. Analyse the risk behaviours conducive to sexual intercourse, contracting AIDS and premature pregnancy.

Grade-level Indicators			Interval Indicators
Grade 7	Grade 8	Grade 9	Grades 10-12
<ol style="list-style-type: none"> 1. Explain the appropriate methods for self-adjustment to physical, mental and emotional changes and sexual development. 2. Show the skills in refusing sexual harassment. 	<ol style="list-style-type: none"> 1. Analyse the factors influencing attitudes about sexual affairs. 2. Analyse the problems and the effects of having sexual intercourse at school age. 3. Explain the methods of self-protection and avoid sexually transmitted diseases, AIDS and unwanted pregnancy. 4. Explain the importance of gender equality and conduct themselves appropriately. 	<ol style="list-style-type: none"> 1. Explain mother-and-child health, family planning and the appropriate method for self-conduct. 2. Analyse the factors affecting pregnancy. 3. Analyse the causes and propose the guidelines to prevent and solve family conflicts. 	<ol style="list-style-type: none"> 1. Analyse the influences of family, friends, society and culture on sexual behaviour and their lifestyle. 2. Analyse the values of sex in accord with Thai and other cultures. 3. Select appropriate skills in preventing and reducing conflicts and solving problems concerning sexual affairs and family affairs. 4. Analyse the causes and the effects of possible conflicts among the learners or the youths in the community and propose the guidelines to solve the problems.

Strand 3: Movement, Physical Exercise, Games, Thai and International Sports

Standard HP3.1: Understanding and having skills in movement; physical activities; playing games and sports

Grade-level Indicators

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
<ol style="list-style-type: none"> 1. Move body while standing still, moving and using equipment. 2. Play miscellaneous games and participate in physical activities requiring natural movement. 	<ol style="list-style-type: none"> 1. Control body movements while standing still, moving and using equipment. 2. Play miscellaneous games and participate in physical activities requiring movements while standing still, moving and using equipment. 	<ol style="list-style-type: none"> 1. Control body movements while standing still, moving and using equipment. 2. Move body using the kinesthetic skills in playing miscellaneous games. 	<ol style="list-style-type: none"> 1. Control themselves using integrated kinesthetic skills while standing still, moving and using equipment. 2. Practise free-hand physical exercises in accord with the rhythm. 3. Play imitating games and activities in relays. 4. Play at least one kind of basic sports. 	<ol style="list-style-type: none"> 1. Arrange the patterns of integrated movements and control themselves using kinesthetic skills in accord with the patterns prescribed. 2. Play games leading to sports chosen and the kinesthetic activities in relays. 3. Control movements regarding accepting and using forces and balance. 	<ol style="list-style-type: none"> 1. Show the kinesthetic skills with others in relays and in integration while standing still, moving and using equipment and the movements attuned to songs. 2. Classify the kinesthetic principles regarding accepting and using forces and the balance of body movements in playing games and sports, and apply the results to improve their practices and those of others.

Grade-level Indicators			Interval Indicators
Grade 7	Grade 8	Grade 9	Grades 10-12
<ol style="list-style-type: none"> 1. Increase their own capacities in line with the kinesthetic principles that use the mechanical and the basic principles leading to playing sports skills. 2. Play one kind of Thai and international sports in individuals and in teams using the basic skills of the sports. 3. Participate at least one recreational activity and apply it into learning other learning areas. 	<ol style="list-style-type: none"> 1. Apply the results of self-conduct regarding the mechanical and the kinesthetic skills in playing sports from a variety of data sources into the conclusion of their own contexts. 2. Play one kind of Thai and international sports in individuals and in teams. 3. Compare the efficiency of patterns of movements affecting playing sports and activities in daily life. 4. Participate in at least one recreational activity and apply the knowledge and the principles gained into their daily lives. 	<ol style="list-style-type: none"> 1. Play one kind of Thai and international sports, using their own techniques. 2. Apply the principles, the knowledge and the kinesthetic skills, the physical activities, the games and sports to strengthen their health continuously. 3. Participate in at least one recreational activity and transfer the knowledge and the methodology to others. 	<ol style="list-style-type: none"> 1. Analyse the concepts of various patterns of movements in playing sports. 2. Use their capacities for increasing team potential, bearing in mind the effects on others and on the society. 3. Play one kind of Thai sports, international sports in singles/doubles and in team. 4. Perform the movements creatively. 5. Participate in the out-of-school recreational activities, and apply the principles and the concepts into improving and developing their own quality of life and of the society.

Strand 3: Movement, Physical Exercise, Games, Thai and International Sports.

Standard HP3.1: Understanding and having skills in movement; physical activities; playing games and sports

Grade-level Indicators

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
				<p>4. Perform the mechanical skills in participating in physical activities and playing sports.</p> <p>5. Play one kind of Thai and international sports in individuals and in teams.</p> <p>6. Explain the principles and participate in at least one recreational activity.</p>	<p>3. Play one kind of Thai and international sports in individuals and in teams.</p> <p>4. Use the mechanical skills to improve and increase their own capacities and those of others in playing sports.</p> <p>5. Participate in at least one recreational activity, and apply the knowledge or the principles obtained into studying and seeking other learning areas.</p>

Grade-level Indicators			Interval Indicators
Grade 7	Grade 8	Grade 9	Grades 10-12

Strand 3: Movement, Physical Exercise, Games, Thai and International Sports

Standard HP3.2: Favour of physical exercise, playing games and sports with regular practices; self-discipline; observance of rights, rules and regulations; having sporting spirit; having true competitive spirit; and appreciation of the aesthetics of sports

Grade-level Indicators

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
<ol style="list-style-type: none"> 1. Enjoy doing physical exercise and playing games as advised. 2. Observe the rules, regulations and agreements in playing games as advised. 	<ol style="list-style-type: none"> 1. Enjoy doing physical exercise and playing games by themselves. 2. Observe the rules, regulations and agreements of games played in teams. 	<ol style="list-style-type: none"> 1. Select physical exercises, folk games and games suitable to their own strengths, weaknesses and limitations. 2. Observe the rules, regulations and agreements of physical exercises, games and folk games by themselves. 	<ol style="list-style-type: none"> 1. Do physical exercises and play games and sports they like; analyse their own developmental effects following the examples and the practices of others. 2. Observe the rules and regulations of basic sports they play. 	<ol style="list-style-type: none"> 1. Do physical exercises by following the patterns, and play games requiring thinking skills and decision-making. 2. Regularly play their favourite sports with a variety of alternatives for their own practice, and have sporting spirit. 3. Observe the rules and regulations of playing games, Thai sports and international sports they play. 	<ol style="list-style-type: none"> 1. Explain the benefits and the principles of doing physical exercise to health, to physical capacity and to the personality-strengthening. 2. Play games requiring planning skills, and increase skills for physical exercises and movements on a systematic basis. 3. Play their favourite sports and regularly assess their own playing skills.

Grade-level Indicators			Interval Indicators
Grade 7	Grade 8	Grade 9	Grades 10-12
<ol style="list-style-type: none"> 1. Explain the importance of doing physical exercise and playing sports. 2. Do physical exercises and choose to participate in sports in accord with their aptitudes and interests to their highest potential, as well as assess their own performance and that of others. 3. Observe the rules, regulations and agreements stipulated for the sports chosen. 4. Plan offensive and defensive strategies of playing sports chosen and systematically apply them in their playing. 5. Cooperate in playing team sports and in team-working with enjoyment. 	<ol style="list-style-type: none"> 1. Explain the causes of the changes in the physical, the mental, the emotional, the social and the intellectual respects resulting from regularly doing physical exercise and playing sports. 2. Choose to participate in doing physical exercises and playing sports in accord with their aptitudes and interests as well as analyse the individual differences to provide the guidelines for self-development. 3. Have discipline, observe the rules, regulations and agreements in playing the sports chosen. 	<ol style="list-style-type: none"> 1. Have good manners in playing and watching sports with the sporting spirit. 2. Do physical exercises and play sports regularly and proudly apply the concepts and the principles to develop their quality of life. 3. Observe the rules, regulations and agreements of playing the sports chosen, and apply the concepts into developing their quality of life in the society. 4. Distinguish the offensive and the defensive strategies and apply them into practice. 	<ol style="list-style-type: none"> 1. Do physical exercises and play sports suitable to themselves regularly and use their capacities to increase the potential of the team, to decrease egoism, and bear in mind the effects on the society. 2. Explain and observe the rights, rules, regulations and various strategies while playing and competing in sports and apply them into concluding the practical guidelines and continuously apply them into daily life. 3. Perform good manners in watching, playing and competing in sports with the sporting spirit and always apply them into practice of good personality. 4. Participate in the physical activities and play sports happily; appreciate the values and the aesthetics of sports.

Strand 3: Movement, Physical Exercise, Games, Thai and International Sports

Standard HP3.2: Favour of physical exercise, playing games and sports with regular practices; self-discipline; observance of rights, rules and regulations; having sporting spirit; having true competitive spirit; and appreciation of the aesthetics of sports

Grade-level Indicators

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
				<p>4. Observe their own rights, do not infringe on those of others and accept the individual differences in playing games, Thai sports and international sports.</p>	<p>4. Observe the rules and regulations of the sports they play, bear in mind their own safety and that of others.</p> <p>5. Distinguish the offensive and the defensive strategies and apply them into playing sports.</p> <p>6. Play games and sports as a unity and have sporting spirit.</p>

Grade-level Indicators			Interval Indicators
Grade 7	Grade 8	Grade 9	Grades 10-12
6. Make a comparative analysis and accept the differences between their own methods of playing sports and those of others.	4. Plan the offensive and the defensive strategies to play the sports chosen, and apply them into practice. 5. Apply the results of playing sports into their own practice.	5. Present the results of their own health development from doing physical exercise and playing sports regularly.	

Strand 4: Health-Strengthening Capacities and Disease Prevention

Standard HP4.1: Appreciation and having skills in health-strengthening; maintaining their health; disease prevention and strengthening capacity for health

Grade-level Indicators

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
<ol style="list-style-type: none"> 1. Observe the principles of the National Health Regulations as advised. 2. Tell the symptoms of their own illness. 3. Follow advice when being ill. 	<ol style="list-style-type: none"> 1. Tell the characteristics of good health. 2. Take nutritious food. 3. Specify the utensils and toys detrimental to health. 4. Explain the symptoms and the ways to protect themselves from illnesses and injuries. 5. Follow the advice when being ill. 	<ol style="list-style-type: none"> 1. Explain the transmission and the methods of self-protection from the diseases. 2. Classify the 5 groups of essential nutrients. 3. Take a diet with all the 5 groups of essential nutrients in appropriate proportion. 4. Perform the correct method of brushing teeth. 5. Strengthen physical capacities as advised. 	<ol style="list-style-type: none"> 1. Explain the relationship between the environment and health. 2. Explain the states of emotions and feelings affecting health. 3. Analyse the information on the labels of food and health products to make consumption choices. 4. Test and improve physical capacities from the results of physical fitness test. 	<ol style="list-style-type: none"> 1. Recognise the importance of observing the National Health Regulations. 2. Search for the information for health-strengthening. 3. Analyse the advertising media to inform decision-making when buying food and health products. 4. Observe the requirements of self-protection from the diseases frequently found in daily life. 5. Test and improve the physical capacity from the results of physical fitness test. 	<ol style="list-style-type: none"> 1. Explain how to prevent and solve the environmental problems affecting health. 2. Analyse the effects of the spread of diseases and propose the guidelines to prevent the infectious diseases found in Thailand. 3. Perform the responsibility for the health of the public. 4. Continuously strengthen and improve their physical capacity.

Grade-level Indicators			Interval Indicators
Grade 7	Grade 8	Grade 9	Grades 10-12
<ol style="list-style-type: none"> 1. Choose to consume food suitable to their ages. 2. Analyse the problems arising from the nutritional status affecting health. 3. Control their own weight to the norm. 4. Strengthen and improve their physical capacity from the test results. 	<ol style="list-style-type: none"> 1. Choose to take the health services with proper reasons. 2. Analyse the effects of technological applications on health. 3. Analyse the medical advancement affecting health. 4. Analyse the relationship of the balance between physical and mental health. 5. Explain the basic characteristics and the symptoms of those who have mental health problems. 6. Recommend the self-conduct methods to manage emotions and stress. 7. Develop their own physical capacities to meet the criteria prescribed. 	<ol style="list-style-type: none"> 1. Set the menus suitable to various ages, bear in mind the cost-effectiveness and the nutritional value. 2. Propose the guidelines to prevent diseases that are the main causes of illness and death of the Thai people. 3. Collect the data and propose the guidelines to solve health problems in the community. 4. Plan and allocate time to do physical exercise, rest and strengthen their physical capacity. 5. Test their physical capacity and develop in accord with the individual differences. 	<ol style="list-style-type: none"> 1. Analyse the roles and the responsibilities of individuals for health-strengthening and disease prevention in the community. 2. Analyse the influences of advertising media on health to make choices of consumption. 3. Observe the consumers' rights. 4. Analyse the causes and propose the guidelines to protect themselves from illnesses and death of the Thai people. 5. Plan and implement the health development plans for themselves and their families. 6. Participate in strengthening and developing community health. 7. Devise and follow the plans of developing physical and mechanical capacities.

Strand 5: Safety in Life

Standard HP5.1: Prevention and avoidance of the risk factors; the behaviours detrimental to health; accidents; taking medicines; addictive substances; and violences

Grade-level Indicators

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
<ol style="list-style-type: none"> 1. Specify harmful things at home and at school, and the methods of prevention. 2. Tell the causes and the way to prevent harm resulting from playing. 3. Express words or gestures to ask for help when facing dangerous incidents at home and at school. 	<ol style="list-style-type: none"> 1. Know how to protect themselves from the accidents in water and on land. 2. Tell the names of the conventional medicines and take them as advised. 3. Specify the dangers of addictive substances and the dangerous substances around them, and the methods to protect themselves. 	<ol style="list-style-type: none"> 1. Know how to protect themselves from accidents at home, at school and while travelling. 2. Perform the methods of asking for help when facing dangerous incidents or accidents. 3. Perform the methods of the first aid treatment. 	<ol style="list-style-type: none"> 1. Explain the importance of medicines and the proper methods of taking medicines. 2. Perform the methods of the first aid treatment when taking the wrong medicines, the chemicals, the insect and animal bites, and the injuries from playing sports. 	<ol style="list-style-type: none"> 1. Analyse the factors influencing the addiction of addictive substances. 2. Analyse the effects of the taking of medicines and of addictive substances on the body, the mind, the emotions, the society and the brain. 3. Know how to protect themselves from taking wrong medicines and addictive substances. 	<ol style="list-style-type: none"> 1. Analyse the effects of the violence from the natural disasters on the body, the mind and the society. 2. Specify the self-conduct to protect themselves from the natural disasters. 3. Analyse the causes of drug addiction and persuade others to avoid the addictive substances.

Grade-level Indicators			Interval Indicators
Grade 7	Grade 8	Grade 9	Grades 10-12
<ol style="list-style-type: none"> 1. Perform the methods of the first aid treatment and safe transfer of the patients. 2. Tell the characteristics and the symptoms of drug addiction and the prevention of drug addiction. 3. Explain the relationship of taking drugs with the contracting disease and the accidents. 4. Perform how to persuade others to lessen, abandon and stop taking drugs. 	<ol style="list-style-type: none"> 1. Specify the methods, the factors and the sources of assistance and rehabilitation for drug addicts. 2. Explain the methods of avoiding the risk behaviours and the risk situations. 3. Apply life skills to protect themselves and to avoid dangerous situations. 	<ol style="list-style-type: none"> 1. Analyse the risk factors and the risk behaviours affecting health and the methods of prevention. 2. Avoid resorting to violence and persuade friends to avoid resorting to violence for problem-solving. 3. Analyse the influence of the media on behaviours related to health or violence. 4. Analyse the effects of consuming alcoholic drinks on health and causing of the accidents. 5. Perform the proper methods of resuscitation. 	<ol style="list-style-type: none"> 1. Participate in protection themselves from the medicines, the addictive substances and the violence for their own health, family and society. 2. Analyse the effects from possession, taking and sale of the addictive substances. 3. Analyse the factors affecting health and violence of the Thai people and propose the guidelines of prevention. 4. Plan and set the guidelines to decrease the accidents and to strengthen safety in the community. 5. Participate in safety strengthening in the community. 6. Apply the problem-solving skills in the risk and violent situation. 7. Perform the proper methods of resuscitation.

Strand 5: Safety in Life

Standard HP5.1: Prevention and avoidance of the risk factors; the behaviours detrimental to health; accidents; taking medicines; addictive substances; and violences

Grade-level Indicators

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
	<p>4. Observe the symbols or the warning signs of harmful objects or places.</p> <p>5. Explain the causes and the dangers of fires, and explain the methods of fire prevention as well as perform the fire escape routes.</p>		<p>3. Analyse the damages from cigarette smoking and alcoholic drinks on health and analyse methods of prevention.</p>	<p>4. Analyse the influence of media on health behaviours.</p> <p>5. Know how to protect themselves from harm or from playing sports.</p>	

Grade-level Indicators			Interval Indicators
Grade 7	Grade 8	Grade 9	Grades 10-12