

# Lesson-17: All About Safety

Theme 9: I Keep Safe

9 Periods (40 minutes each)



Learn Better (Main Coursebook), Stay Ahead (Workbook), Book of Holistic Teaching, CRM Signs



Animation, Animated Activities, Dictionary, eBook, Infographic, Quiz, Slideshow, I Explain, Test Generator

Confirming better  
I always follow safety rules

## Curricular Goals and Objectives (NCF-FS)

### To enable the students:

- to recognize and understand the importance of personal safety in familiar environments such as home, school, playground and on the road.
- to identify potential risks in different situations and seek help from trusted adults.
- to follow simple safety rules and practices to ensure their well-being in various settings.
- to develop awareness of responsible behaviour while travelling, playing and interacting with others.

## Methodology

### Period 1

**Note to the teacher:** Ask students to prepare a KWL chart in their notebooks. Help students to organize their thoughts on the topic 'Safety'.

COULD DO

10 MIN.



**Teacher:** Good morning, students. Today, we are starting a very important lesson – Staying Safe.

We must always be careful and keep ourselves safe, whether we are at home, at school, on the road or playing with our friends. Safety helps us stay happy and healthy. Can you think of places where we should be careful to avoid getting hurt?

(Pause for students to respond.)

**Teacher:** That is right. We need to be careful at home, at school, on the playground and even on the road. In this lesson, we will learn about:

- Different places where we need to be careful.
- How to stay safe in different situations.

First ask students to draw the KWL chart in their notebooks.

K	W	L

**Teacher:** Now, let us fill in the K (What I Know) column. Can you tell me what you already know about safety? Where do you think we should be careful?

(Pause for students to respond.)

**Teacher:** Great. Write these in the K (What I Know) column.

**Teacher:** Next, let us think about the W (What I Want to Know) column. Is there anything you are curious about

safety? Maybe how to stay safe while playing, what to do if you get lost or how to cross the road safely?

(Pause for students to share.)

**Teacher:** Those are excellent questions. Write them in the W (What I Want to Know) column.

As we go through our lesson, we will find answers to these questions and learn important safety rules. At the end, we will complete the L (What I Learnt) column with all the new things we discover.

**Teacher:** Are you ready to learn how to keep yourselves safe?

**Students:** Yes.

**Teacher:** Wonderful. Before we begin, let us do the Re-KAP activity in our book.

### Kinaesthetic

**Teacher:** Now let us do something fun. We will play a game called 'Simon Says.'

MUST DO

20 MIN.



Re-KAP

SPD

Kinaesthetic

Play transport 'Simon Says' in class. One of you will be Simon. S/He will say, "Simon says, row a boat," "Simon says, fly like an aeroplane," "Simon says, drive a car" and so on. Take turns to be Simon.

Confirming

70

Have you ever seen people rowing a boat, flying an airplane or driving a car?

(Pause for students to respond.)

**Teacher:** Great. In this game, one of you will be Simon. Simon will give instructions like:

- 'Simon says, row a boat.' (Students pretend to row a boat.)



**Students:** Re-KAP.

**Teacher:** That is right. We will work on the pictorial part of the Re-KAP activity.

**Teacher:** Look at the pictures given. Write L for Land Transport, A for air transport and W for water transport. (Pause to give students time to work independently.)

**Teacher:** Would anyone like to share their answers with the class?

(Allow students to share their choices and explain their reasoning.)

### Interacting better

**Teacher:** Now, let us do a fun activity. You will work in pairs and talk about your favourite vehicle with a friend.

SHOULD DO

15 MIN.





**Interacting better**  
Talk to the class about your favourite vehicle.

ICL

71

Here is what to do:

1. Look at the friend sitting next to you—one of you will start by talking about your favourite vehicle.
2. Take turns asking and answering questions about your vehicles. Do not worry, I will help you with ideas.

Here are some things you can say:

- Introduce your favourite vehicle (e.g., My favourite vehicle is a bicycle because I love riding it in the park.)
- Ask your friend a question (e.g., What is your favourite vehicle?)
- Talk about how your vehicle moves (e.g., A train moves on tracks. How does your vehicle move?)
- Talk about why you like it (e.g., I like bicycles because they are fun to ride. Why do you like yours?)

**Teacher:** You will have five minutes to do this. After that, we will listen to some pairs share their conversations. Let us begin.

(Pause to allow students to practice. Walk around, listen and guide them if needed. Then, invite a few pairs to share their dialogues with the class.)

**Teacher:** That was great. You all did a wonderful job talking about vehicles. Before we move on, let us reflect on the activity:

- How did it feel to talk about your favourite vehicle?
  - What did you learn from your friend?
  - Did you hear about a vehicle you didn't know before?
- (Pause to let students share their thoughts.)

**Teacher:** Thank you for sharing. Well done, everyone.

**Teacher:** Alright, what Lina and her mother are doing.

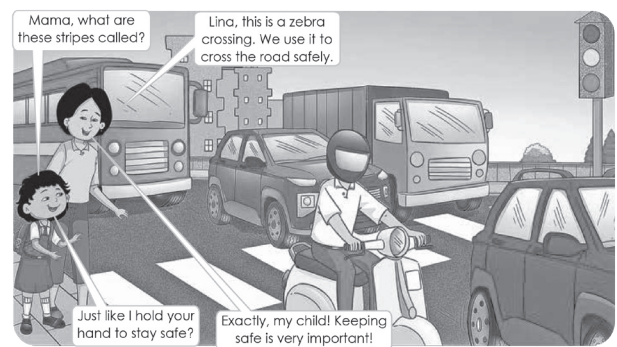
MUST DO

10 MIN.



(Read the dialogues and narrate the story with expressions to make it more engaging.)

Lina and Mama are returning home from school.



Being safe means being careful and not getting hurt. To be safe, we must follow safety rules.

71

**Teacher:** In the story, Lina asked her mother about the stripes on the road. Do you remember what they are called?


(Pause for student responses.)


**Teacher:** It is called a zebra crossing. Just like Lina holds her mother's hand to stay safe, we use a zebra crossing to cross the road safely.

- Have you ever seen a zebra crossing while crossing the road with an adult?
- Why do you think it is important to use the zebra crossing?

(Encourage students to share their thoughts.)

**Teacher:** Great answers. Next time you are near a road, remember to look for the zebra crossing and always be careful when crossing. Keeping safe is very important.

 Open the **eBook** from the digital platform to show students while teaching the lesson.

 Play the **Animation** from the digital platform to generate interest among students.

### Differentiated Activities

**110 km/hr**



Act out a road-crossing scenario in pairs. One student plays a pedestrian and the other plays a driver. They must demonstrate the right way to cross safely.

**80 km/hr**



Ask students to draw a zebra crossing and write one safety rule about using it.

**40 km/hr**



Show students pictures of roads with and without zebra crossings. Ask them to point to or circle the correct zebra crossing.

### Home Task

With the help of an adult, look for a zebra crossing near your home or school. Watch how people use it. Do they

stop and look before crossing? Are vehicles stopping for them? Draw a zebra crossing in your notebook.

## Period 3

**Teacher:** Hello everyone. Did you notice any zebra crossing during your walk with parents?

**COULD DO**

10 MIN.



(Allow students to share their experiences)

Show the **Infographic** from the digital platform. Reinforce the use of zebra crossing while crossing the road.

### Safety at home

**Teacher:** Being safe means being careful and not getting hurt. To be safe, we must follow safety rules. Let us learn about the safety rules to be followed at different situations.

**MUST DO**

30 MIN.



#### SAFETY AT HOME

- ➔ Do not play with candles, matchboxes and sharp objects.
- ➔ Stay away from electrical points, plugs, hot objects and gas stoves.
- ➔ If you get hurt, inform your parents at once.



71

**Teacher:** First, let us talk about something very important—Safety at Home. There are many things around us at home that can be dangerous if we are not careful.

Let us think together. Can you name some things at home that we should be careful with?

(Pause for students to respond. If needed, prompt them with hints like: 'What things can be very hot?' or 'What things should we not touch?')

**Teacher:** Great. Some things we should be careful with are:

Candles and matchboxes – We should never play with fire.

Sharp objects like scissors and knives – They can hurt us.

Electrical points and plugs – Touching them can give us a shock.

Gas stoves and hot objects – They can burn us.

Spilled water on the floor – We can slip and fall.

**Teacher:** Now, let us play a quick game. I will say a household item and you show me with a thumbs up if it is safe to use or a thumbs down if we need to be careful with it.

(Call out a few objects at home and ask students to respond with actions to indicate them as safe or unsafe)

**Teacher:** Now, let us talk about what to do if we get hurt. If we fall or get a small cut, what should we do?

(Pause for student responses.)

Yes. We should tell an adult immediately. Parents, grandparents or older siblings can help us.

**Teacher:** Let us all remember—being safe at home is very important. We can help keep ourselves and our families safe by following these simple rules.

### Safety at Play

#### SAFETY AT PLAY

- ➔ Play in a safe place, such as a park. Never play on the road.
- ➔ Do not push or pull others while playing.
- ➔ Wait for your turn on swings and slides.

71

72

**Teacher:** Children, do you like playing?

(Pause for students to respond.)

**Teacher:** That is great. Playing is fun, but we also need to be safe while playing. Let us talk about how we can play safely.

**Teacher:** Where do you usually play?

(Pause for students to respond.)

**Teacher:** We should always play in a safe place like a park or playground. Never play on the road because cars and bikes move fast and it can be dangerous.

**Teacher:** Now, let us think about this—what happens if we push or pull our friends while playing?

(Pause for students to respond.)

**Teacher:** Yes. Someone might fall and get hurt. So, we must be kind and careful while playing.

**Teacher:** When we play on swings and slides, should we all go at the same time or should we wait for our turn?

(Pause for students to respond.)

**Teacher:** That is right. We should always wait for our turn. That way, everyone gets to play safely and happily.

**Teacher:** Now, let us all repeat these safety rules together.

- Play in a safe place like a park or playground.
- Never play on the road.
- Do not push or pull your friends while playing.
- Wait for your turn on swings and slides.

**Teacher:** Great job, everyone. If we follow these rules, we can have fun and stay safe at the same time.

**P.S.** This section is aligned to the **SDG 13: Climate Action**: Teach the students that they should unplug TVs, computers and other electronic devices when not in use.

### Differentiated Activities

#### 110 km/hr



One student pretends to be in a situation (e.g., sees a hot stove). Another student explains what they should do.

#### 80 km/hr



Give pictures to students in a worksheet and ask them to circle the unsafe objects in a picture of a home.



40 km/hr



Look at the pictures (provided in the book or drawn by the teacher). Point to the objects that are not safe to touch at home.

### Home Task

Observe a playground or park near your home or school. Watch how children play. Are they following safety rules? Share your observations with the teacher in the next class.

## Period 4

### Safety on the road

**Teacher:** Good morning, everyone. I hope you are all excited to learn something new today.

**MUST DO**

15 MIN.



#### SAFETY ON THE ROAD

- Always wear a helmet while riding a bicycle.
- Always follow the traffic lights. It has three colours: red, yellow and green. Red means 'Stop'. Yellow means 'Slow down'. Green means 'Go'.
- Always walk on the footpath, with an adult. Never walk alone.
- Before crossing a road, hold an adult's hand. Then, look to your right. Then, look to your left. After that, look to your right again.
- Cross the road only when the light is red and always use the zebra crossing.



Jas walks on the footpath with Biji.

72

**Teacher:** Before we begin, let us think back to our last lesson. What did we learn about?

(Pause for students to respond.)

**Teacher:** Great job. Now, today we are going to learn about something very important—how to stay safe on the road.

**Teacher:** Can anyone tell me what we see on the roads when we go outside?

(Encourage responses like cars, buses, bicycles, traffic lights, etc.)

**Teacher:** Yes. Roads are busy with vehicles and people walking. That is why we must follow some important rules to stay safe.

**Teacher:** Have you seen traffic lights on the road? They have three colours. Let us learn what they mean: Red means STOP – When the red light is on, vehicles must stop.

Yellow means SLOW DOWN – Be ready to stop.

Green means GO – It is safe for vehicles to move.

(You can take the students to the playground or any open space for the activity. Use the CRM signs to manage the class)

**Teacher:** Let us play a game. When I say 'Red,' you stop. When I say 'Yellow,' you walk slowly. When I say 'Green,' you walk fast.

(Guide students through the game, calling out the colours and watching their actions.)

**Teacher:** Now, let us learn how to walk safely on the road.

1. Always walk on the footpath with an adult. Never walk alone.
2. Before crossing the road, hold an adult's hand. Look right, then left, then right again.
3. Use the zebra crossing to cross the road safely.
4. If you ride a bicycle, always wear a helmet.

**Teacher:** Let us practice. Pretend we are crossing the road. Look right, then left, then right again.

(Demonstrate and ask students to copy.)

**Teacher:** Well done. Now, who can tell me one rule they will always follow on the road?

(Encourage responses.)

**Teacher:** Great. Remember, following these rules will keep us safe and happy while walking outside.

### Safety in the school bus

**Teacher:** Now, let us talk about another important place where we must follow safety rules—the school bus.

**MUST DO**

15 MIN.



#### SAFETY IN THE SCHOOL BUS

- Stand in a queue while you wait for the bus.
- Do not lean out of the bus window. You may get hurt.
- When you want to get off, wait for the bus to stop.



Wait for your turn to get inside the bus.

72

**Teacher:** Raise your hand if you come to school by bus. (Pause for students to respond.)

**Teacher:** A school bus is a fun way to travel with our friends, but we must always be careful and follow some safety rules. Let us learn them together.

**Rule 1:** Stand in a queue while waiting for the bus.

**Teacher:** When we wait for the bus, we must stand in a line. Why do you think this is important?

(Encourage students to answer—guide them toward the idea of avoiding pushing and staying safe.)

**Rule 2:** Do not lean out of the bus window.

**Teacher:** Have you ever seen someone putting their hand or head out of the bus window?

(Pause for responses.)


**Teacher:** That is very dangerous. You might get hurt by another vehicle or a tree branch. So, we must always sit properly and keep our hands inside the bus.

**Rule 3:** Wait for the bus to stop before getting off.

**Teacher:** Imagine the bus is still moving and someone tries to get off. What could happen?

(Encourage students to think and respond—guide them toward the idea of falling or getting hurt.)

**Teacher:** That is right. We must wait until the bus stops completely before stepping off carefully.

 Open the **Dictionary** from the digital platform to introduce the words related to the topic. Ask students to repeat the words after you.


COULD DO

10 MIN.




## Differentiated Activities


110 km/hr

 Imagine you are walking to the park with your friend. You see a zebra crossing, but the light is yellow. What should you do?

80 km/hr

 1. Why should we always hold an adult's hand while crossing the road?  
2. Why is it important to wait for the green light before crossing?


40 km/hr

 1. What are the three colours of a traffic light?  
2. What should you do before crossing the road?  
3. Where should you walk when there is no footpath?

## Home Task

Draw a picture of a school bus and write three important safety rules you should follow while riding the bus.

## Period 5

 **Slideshow** can be shown to give a recap of the lesson.

COULD DO

05 MIN.



## Recalling better

**Teacher:** Now, that we have learnt so much about safety, let us see how much we remember. We will play a fun team game.

COULD DO

10 MIN.



### Recalling better

- We must follow the safety rules.
- Do not play with sharp objects, fire and electrical points.
- A park is a safe place to play.
- Follow the traffic lights on the road.
- Wait for your turn to get on the school bus.

CING

73

**Here are the instructions:**

1. Sit together with your buddy.
2. I will ask you a question. Discuss the answer with your buddy, then share it with the class.

3. When you answer, try to speak in full sentences. Do not worry—I will help if you need it.

(Use the CRM sign to get students' attention before starting the activity.)

**Questions to ask students:**

1. Why is it important to follow safety rules?
2. What should you never play with at home?
3. Where is a safe place to play? Why should we not play on the road?
4. What do the traffic lights tell us to do?
5. What should we do while waiting for the school bus?

## Learning better


**Exercise A**

**Colour the correct answers with a yellow crayon**

SHOULD DO

15 MIN.




**Learning better**

**A** Colour the correct answers with a yellow crayon.

1. Do not play with **hot** objects/toys.
2. We should walk on the **road/footpath**.
3. Leaning out of the bus window is **safe/not safe**.

CBA

73

**Teacher:** Now, we are going to do a fun activity. Take out a yellow crayon and turn to the Learning Better page of this lesson.

**Teacher:** I will read a question and you will think carefully before choosing the correct answer. Once you know the answer, colour the correct option with your yellow crayon. Are you ready?

Question 1: What should we not play with?

Look at the two choices: Hot objects / Toys

**Teacher:** Which one is not safe to play with?

**Students:** Hot objects.

**Teacher:** That is right. We should never play with hot objects. Now, colour the word 'Hot objects' yellow.

Question 2: Where should we walk?

Look at the two choices: Road / Footpath

**Teacher:** Where is the safe place to walk?

**Students:** Footpath.

**Teacher:** Correct. We should always walk on the footpath. Now, colour the word 'Footpath' yellow.

Question 3: Is it safe to lean out of the bus window?


Look at the two choices: Safe / Not safe

**Teacher:** What is the correct answer?

**Students:** Not safe.

**Teacher:** Well done. Leaning out of the bus window is not safe. Now, colour the word 'Not safe' yellow.

**Teacher:** You all did a great job. Always remember these safety rules to keep yourself and others safe.

 Open the **Animated Activities** from the digital platform. Allow students to work in pairs to think about

COULD DO

10 MIN.



the questions and answer them. Appreciate their efforts.

## Differentiated Activities

110 km/hr



Ask students to work in pairs or small groups to create a safety poster on a specific topic (e.g., safety at home, safety on the road, safety in the school bus). They can draw pictures, write short slogans or add safety tips.

80 km/hr



Give students sentence strips with different safety-related statements (some correct, some incorrect). Students will sort them into two groups: Safe (Yes) and Not Safe (No).

40 km/hr



Provide students with a worksheet containing two columns: one with pictures of safety rules (e.g., a child walking on a footpath, waiting for the bus, not playing with fire) and the other with simple safety rule sentences. Students will match the pictures with the correct sentences by drawing a line.

## Home Task

Practice reading the lesson at home.

## Period 6

### Learning better

**Rearrange the capital letters to make words. Write them on the blanks.**

**Teacher:** Hello students. Today we will continue working on the Learning better exercises. Let us begin with exercise B.

**Teacher:** I will read a set of letters that are mixed up. Your task is to rearrange the letters to make the correct word and write it in the blank. Listen carefully.

SHOULD DO

10 MIN.



**B. Rearrange the capital letters to make words. Write them on the blanks.**

1. Do not play with a lighted DLECAN.
2. It is safe to play in a KPAR.
3. Always walk on the PATHFOOT.

73

**Teacher:** Let us try one together: Do not play with a lighted DLECAN.

What could the correct word be?

(Pause for students to think and respond—guide them if needed.)

**Teacher:** Yes. The correct word is CANDLE. Now, write the word candle in the blank.

**Teacher:** Now, try to do the next ones on your own.

(Read each scrambled word slowly, giving students time to rearrange and write the correct answer.)

**Teacher:** Great job. Now, let us check the answers together. Who would like to share their answer for number two?

(Discuss the correct answers, encourage participation and praise students for their effort.)

**Write the short answers in your notebook.**

**Teacher:** Now, let us work on some questions from the lesson. Take out your notebooks and coursebook. We are going to do Exercise C.

SHOULD DO

30 MIN.



**C. Write short answers in your notebook.**

1. Write one safety rule we should follow at home.
2. Mira is riding a bicycle. What should she wear on her head?

73

**Teacher:** I will read each question and I want you to think and write your answers in your notebook. If you are ready, say 'Yes.'

**Students:** Yes.

**Teacher:** Great. Here is the first question: Write one safety rule we should follow at home.

Think about the safety rules we have learnt. What should we avoid doing to stay safe at home?

(Pause for students to respond.)

**Teacher:** Now, write one safety rule in your notebook. (Give students time to write.)

**Teacher:** Well done. Now, let us move on to the second question: Mira is riding a bicycle. What should she wear on her head?

Think about what keeps us safe when we ride a bicycle. Can anyone share the answer?

(Pause for responses and guide them if needed.)

**Teacher:** Now, write the correct answer in your notebook. (Pause for students to complete the task.)

**Teacher:** Fantastic. Now, let us check the answers together.

(Discuss the answers, encourage participation and praise students for their effort.)

## Differentiated Activities

110 km/hr



If you could create a new safety rule for your school or home, what would it be and why?

80 km/hr



List two safety rules to follow on the road and two safety rules to follow at home.

40 km/hr



List three safety rules you should follow while playing in the park.

## Home Task

### Creating better



**Creating better**

In your drawing book, make your own traffic light. Remember to use the colours red, yellow and green.



Art1 2LCS

73

In your drawing book, make your own traffic light. Remember to use the colours red, yellow and green.

## Period 7

### Thinking better

**Teacher:** Look at the picture of a traffic light on the page. Have you seen one like this on the road?

**SHOULD DO**

15 MIN.

☐


Think and answer in your notebook.

Traffic lights are always placed high up. Why?

73

**Students:** Yes.

**Teacher:** Great. Now, tell me—where do we usually see traffic lights? Are they near the ground or high up?

**Students:** High up.

**Teacher:** That is right. Traffic lights are always placed high up. Can you think of why that might be?

(Pause for students to share their thoughts. If needed, guide them with prompts.)

**Teacher:** Good thinking. Traffic lights are placed high so that everyone can see them clearly—drivers, cyclists and even pedestrians. If they were too low, cars and people might block the view and it would be harder to follow the rules.

**Teacher:** Now, write your answer in your notebook: Traffic lights are placed high up so that everyone on the road can see them clearly and follow the signals.

(Give students time to write. Walk around to support them if needed.)

**Teacher:** Well done. Traffic lights help us stay safe by telling us when to stop, slow down and go. Always remember to follow them when crossing the road.

### Choosing better

**Teacher:** Now, let us think about what we should do when we need something from a high place. Imagine your favourite ball is kept at the top of the cupboard and you want to play with it. What would you do?

**MUST DO**

10 MIN.

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What will you do in the given situation? Tick (✓) your answer.

Your favourite ball is kept at the top of the cupboard. You want to play with it. You will:

1. stand on a stool and get the ball down yourself.
2. ask an adult to get the ball down for you.

74

**Teacher:** Let us look at the choices together.

Option 1: You stand on a stool and try to get the ball down yourself. Do you think this is a safe thing to do?

(Pause for students to respond—encourage them to think about what might happen if they lose balance.)

Option 2: You ask an adult to get the ball down for you. What do you think about this choice?

(Pause for students to respond—guide them to understand why asking for help is safer.)

**Teacher:** Now, take a moment to think about what you would do. Tick the answer that you think is the safest way to get your ball.

(Encourage students to share their choices and discuss why it is important to be careful in such situations.)

**Teacher:** Remember, safety comes first. If something is too high to reach, always ask an adult for help instead of climbing on a stool or chair. Well done, everyone.

### Growing better

**Teacher:** We have talked about being safe at home, on the road, in the bus and at school. But do you know? We also need to learn how to keep our own bodies safe.

**MUST DO**

15 MIN.

☐


**Growing better**

**SAFE AND SOUND**

A touch can make you happy.  
A touch can make you sad.  
A touch can make you scream  
Like you are mad.  
When a touch doesn't scare you  
Or make you feel bad,  
And you don't have to keep it a secret,  
Then it's a good touch that you've had.  
But, if a touch scares you,  
And makes you feel bad,  
If you're asked to keep it a secret  
That is a bad touch that you've had.  
You will have to tell your parents,  
Teachers or someone older  
Don't be afraid, it'll all go away,  
If you only can get a wee bit bolder.

SAFE

Let's learn how to keep our bodies safe!

74

**Teacher (Hold up a happy face emoji):** Look at this. When do we feel happy?

(Pause for students to share their responses)

**Teacher (Hold up a sad face emoji):** And when do we feel sad?

(Pause for students to share their responses)

**Teacher:** Sometimes, the way someone touches us can make us feel happy and sometimes it can make us feel sad or uncomfortable. Today, we are going to learn about good touch and bad touch so we can stay safe.

**Teacher:** A good touch makes us feel safe and happy. It can be:

- A hug from your parents when you do something great.
- A high-five from your friends when you play.
- A gentle pat on your back when your teacher says, 'Good job.'

**Teacher:** (Demonstrate a high-five with students) See? That is a good touch. We feel happy and safe.

**Teacher:** But sometimes, a touch can make us feel uncomfortable, scared or sad. That is called a bad touch.

**Teacher:** A bad touch is when:

- Someone touches you and tells you to keep it a secret.
- Someone touches a private part of your body.



- Someone's touch makes you feel unhappy or scared.

**Teacher:** If this happens, what should we do?

(Pause for responses.)

**Teacher:** That is right. We must scream 'NO.', move away quickly and tell a trusted adult like our parents, teachers or any elder we trust.

(Read aloud the poem and explain it to the students)

**Teacher:** Now, let us say this together: 'My body belongs to me. If I feel unsafe, I will say NO and tell a trusted adult.'

(Encourage students to repeat.)

**Teacher:** Very good. Always remember, a safe touch makes you feel happy and a bad touch makes you feel uncomfortable. If someone gives you a bad touch, never keep it a secret—always tell someone you trust.

## Differentiated Activities

110 km/hr



You are about to cross the road. The pedestrian light is red. Should you cross or wait? Why?

80 km/hr



If you are riding a bicycle, what should you wear on your head to stay safe?

40 km/hr



Show pictures of a zebra crossing, a traffic light and a road without markings. Ask students to point to the safest place to cross the road.

## Home Task

### Revising better

In this chapter, you have learnt about safety rules at play, home, in the school bus and on the road. Can you think of some safety rules that you follow while in the market? Write in your Little Book.

### Revising better

In this chapter, you have learnt about safety rules at play, home, in the school bus and on the road. Can you think of some safety rules that you follow while in the market? Write in your Little Book.

DBL

74

## Period 8

### L (What I have Learnt)

**Teacher:** Remember, at the start of the lesson, we talked about what we already knew and what we wanted to learn about safety. Now, it is time to fill in the 'L' (What I Have Learnt) column.

**Teacher:** I want you to sit with your partner and discuss what you Learnt from today's lesson about safety. After a few minutes, we will hear from each pair and then you will write your ideas in your notebook.

(Allow students to discuss with their partners, then invite each pair to share their answers.)

**Teacher:** Great answers. Now, write these in the 'L' column of your chart.

COULD DO

10 MIN.



**Teacher:** So, we learnt that safety is important at home, on the road and at play. We should not play with sharp objects, fire or electrical points at home. On the road, we must follow traffic lights, walk on the footpath and use the zebra crossing. When playing, we should take turns and never push others. We also Learnt that if we ever feel unsafe, we should always tell a trusted adult.

**Teacher:** Well done, everyone. Now, let us always remember to stay safe and help others stay safe too.

### Worksheet 1

**Teacher:** Next, we will revise what we learnt so far by answering questions in the workbook.

SHOULD DO

20 MIN.



Theme 9: I Keep Safe

17. All About Safety

Worksheet 1

A. Fill in the blanks with the correct options.

- We \_\_\_\_\_ spill water on the floor (should/should not).
- We should play in a \_\_\_\_\_ (park/bus).
- We should \_\_\_\_\_ for our turn on swings (wait/not wait).
- We should cross the road only at the \_\_\_\_\_ (zebra crossing/footpath).
- We should never walk \_\_\_\_\_ on the road (alone/with an adult).

B. Write T for true or F for false.

- You should not play with knives and hot pans. \_\_\_\_\_
- You should put your books away after reading them. \_\_\_\_\_
- You should not play on the road. \_\_\_\_\_
- You should cross the road when the light is yellow for you. \_\_\_\_\_
- You should not lean out of the bus window. \_\_\_\_\_

C. Write safe for the objects that you can play with. Write unsafe for the objects that you should not.

1. ball _____	2. knife _____
3. stove _____	4. matchbox _____
5. teddy bear _____	

49

Ask students to open their EVS workbook. Guide them to complete the exercises in worksheet 1.



You may generate additional practice worksheets using the **Test Generator** given on the digital platform.

### Fill in the blanks with big or small.

Explain to the class that the words in the brackets are options to choose from. They need to pick the correct one to complete each sentence.

Give the students some time to think and write their answers. After that, ask them to share their answers one by one. As they respond, write the correct answers on the board. Encourage a class discussion by asking why they chose a particular word.


### Write T for true or F for false.



Read each sentence aloud and give students time to think before marking their answers. After completing the activity, discuss each statement with the class and explain why it is true or false.

**Write safe for the objects that you can play with. Write unsafe for the objects that you should not.**

Begin by introducing the activity and explaining that students need to identify which objects are safe to play with and which ones are not. Ask students to look at the list in their books and write 'safe' next to the objects they can play with and 'unsafe' next to those they should avoid. Give students time to complete the task independently, then invite them to share their answers. As students respond, write the correct answers on the board and discuss any mistakes to ensure understanding. Emphasize the importance of playing safely and staying away from dangerous objects like knives, stoves and matchboxes. Remind students to always ask an adult if they are unsure whether something is safe to play with.

**Note:** You may also take up this worksheet in class for concept recap or for assessment purposes.

 **Quiz** can be conducted to help students recollect the lesson.

**COULD DO**  

## Period 9

**Teacher:** Good morning, students. Today, we will revise what we learnt so far by answering questions in the workbook.

Ask students to open their EVS workbook. Guide them to complete the exercises in worksheet 2.

**Worksheet 2**

A. Fill in the blanks with correct options.

- Being safe means being \_\_\_\_\_ (careful/careless).
- We should not play with \_\_\_\_\_ (sharp objects/toys).
- We \_\_\_\_\_ play with gas stoves (should/should not).
- We should play in a \_\_\_\_\_ (park/parking lot).
- We should \_\_\_\_\_ follow the traffic lights (never/always).

B. Rearrange the letters to complete the sentences.

- We should not ILLSP water on the floor. \_\_\_\_\_
- A park is a FESA space to play in. \_\_\_\_\_
- We should always walk on the PATHFOOT. \_\_\_\_\_
- We should cross the road only when the light is EENGR for us. \_\_\_\_\_
- We should not NLEA out of the bus window. \_\_\_\_\_

C. Match the columns.

Column A	Column B
1. park	i. cross the road
2. knife	ii. unsafe to play here
3. green light	iii. sharp object
4. bus window	iv. safe to play
5. parked vehicles	v. do not lean out

**50**

**Fill in the blanks with the correct options.**

Explain to the class that the words in the brackets are options to choose from. They need to pick the correct one to complete each sentence.

Give students some time to think and write their answers. After that, ask them to share their responses. As they answer, write the correct ones on the board and discuss any doubts or mistakes to ensure understanding.

**SHOULD DO**  

**Rearrange the letters to complete the sentence.**

Explain to the class that the given letters in each question are jumbled. They need to rearrange them to form the complete sentence.

Give students some time to think and write their answers. After that, ask them to share their responses one by one. As they answer, write the correct words on the board and discuss any tricky ones.

**Match the columns.**

Explain to the class that they need to match the words in Column A with the correct sentence in Column B. Each number in Column A should be paired with the correct Roman numeral from Column B.

Give students some time to complete the activity on their own. After that, ask them to share their answers. As they respond, write the correct matches on the board and discuss any mistakes to ensure understanding.

**Note:** You may also take up this worksheet in class for concept recap or for assessment purposes.

## Holistic Teaching

English

**COULD DO**  

### Chapter 17: All About Safety

Theme 9: I Keep Safe

#### A English

**Write the opposite words of the underlined words in your notebook.**

- Maria wipes her hand with a clean cloth.
- Walking is good for health.

#### B Maths

There are 105 vehicles on a road. They are waiting at the red light. Write the number name in the space provided.

23

**Write the opposite words of the underlined words in your notebook.**

Write the sentences and the help box on the board. Explain that students need to read each sentence carefully and write the opposite of the underlined word in their notebooks. Give students some time to think and complete the task. After they finish, discuss the answers as a class. Read each sentence aloud with the correct opposite word and ask students to repeat after you to reinforce understanding and correct pronunciation.

**Maths**

Read out the given number and ask students to work in pairs to write its number name. Give them time to discuss and complete the task together. Once they are done, review the answers as a class, writing the correct number name on the board. Encourage students to read it aloud to reinforce learning.

**COULD DO**  

## Learning Outcomes

The students will:

Domain	Learning Outcome
<b>Physical Development</b>	<ul style="list-style-type: none"><li>demonstrate fine motor skills by drawing or colouring pictures related to safety rules, such as traffic lights, zebra crossings or safe and unsafe objects.</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>show awareness and responsibility by discussing the importance of personal safety, helping others stay safe and understanding good and bad touch.</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>identify and describe different safety rules at home, on the road, at school and on the bus and explain their importance.</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>use safety-related vocabulary through activities like matching safe and unsafe actions, filling in the blanks with safety-related words or forming simple sentences about safety.</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>create posters or drawings illustrating safety rules and explain their meaning to promote a culture of safety in daily life.</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>demonstrate attentiveness during discussions about safety, follow safety instructions carefully and actively participate in role-playing or problem-solving activities related to safety.</li></ul>

### Starry Knights

What do you think the learners enjoyed most while studying this lesson?

You were overloaded with work, still you did a fabulous job. Give yourself a STAR.



## Lesson-18: Being Healthy

Theme 9: I  
Keep Safe

9 Periods (40 minutes each)



Learn Better (Coursebook), Stay Ahead (Workbook), Book of Holistic Teaching, CRM Signs, Theme Poster



Animation, Animated Activities, Dictionary, eBook, Infographic, Quiz, Slideshow, Test Generator

Confirming better  
I play  
everyday.

### Curricular Goals and Objectives (NCF-FS)

#### To enable the students:

- to identify and practise personal hygiene routines such as bathing, brushing teeth and washing hands before and after meals.
- to understand the significance of cleanliness in preventing illnesses.
- to recognize the role of adequate sleep, rest and physical activity in staying healthy.
- to participate in play-based activities to promote fitness and well-being.
- to recognize the benefits of nutritious food and staying hydrated.
- to make informed choices about healthy eating habits.
- to take responsibility for their personal belongings (school bag, water bottle, shoes, books, etc.).
- to follow classroom routines and maintain tidiness in personal and shared spaces.
- to identify waste materials and dispose of them properly using a dustbin.
- to participate in basic environmental awareness activities such as keeping surroundings clean and reusing materials when possible.

### Methodology

#### Period 1

**Note to the Teacher:** Ask students to prepare a KWL chart. Help students organize their thoughts on the topic 'Being Healthy'.

COULD DO

10 MIN.



**Teacher:** Good morning, students. Today, we are starting an exciting new lesson about 'Being Healthy'.

Being healthy means taking care of our body and mind so that we feel strong, happy and full of energy. Just like we water plants to help them grow, we also need to take care of ourselves every day.

Can you share some things you do to stay healthy? Maybe eating fruits, playing outside or brushing your teeth?

(Pause for students to share their thoughts.)

**Teacher:** There are many ways to keep our body strong and healthy. In this lesson, we will learn about:

1. Eating Healthy Foods – Why we need fruits, vegetables and clean water.
2. Keeping Ourselves Clean – The importance of brushing teeth, washing hands and taking baths.
3. Staying Active and Resting Well – Why exercise and sleep help us feel good.

Now, let us begin by drawing a KWL chart in our notebooks.

K	W	L

**Teacher:** Let us start with the first column of our chart – What I Know (K).

Can you share some ways we keep ourselves healthy? Maybe something you do at home or at school?  
(Pause for students to share their responses.)

#### Possible Student Responses:

- I brush my teeth every morning and night.
- Drinking water keeps us healthy.
- Exercise makes us strong.
- We should wash our hands before eating.

**Teacher:** Great job. Now, write these in the K (What I Know) column of your chart.

Now, let us think about the second column – What I Want to Know (W).

Is there anything you are curious about when it comes to staying healthy? Maybe how food helps us grow, why we need sleep or the best way to take care of our body?  
(Pause for students to share their questions.)



### Possible student responses:

- Why do we need sleep?
- Which foods make us strong?
- Why do we wash our hands?
- How does exercise help our body?

**Teacher:** Those are fantastic and thoughtful questions. Write them in the W (What I Want to Know) column.

As we continue our lesson, we will explore these questions and learn about healthy eating, hygiene, exercise and rest. At the end of the lesson, we will fill in the L (What I Learnt) column with all the new things we have discovered.

**Teacher:** Are you ready to learn how to stay healthy and strong?


**Students:** Yes.

### Kinaesthetic

**Teacher:** Alright, let us begin with the first part of our RE-KAP. Today, we are going to do something very special.

**MUST DO**

20 MIN.

**Re-KAP** SPD

**Kinaesthetic**

On the board, take turns to draw things you use to stay clean, such as soap, brush, water and so on. The class will guess how it is used.

75

Each one of you will come to the board and draw an object that we use to stay clean, such as soap, a toothbrush, water or a towel. Your friends will then guess what it is and explain how we use it to stay healthy. Does that sound fun?

Before we begin, let us remember a few things:

1. Pay close attention when your friend is drawing.
2. Be respectful of everyone's answers—there are no wrong guesses.
3. Wait for your turn and listen carefully before speaking.

**Teacher:** Can we all do that?

**Students:** Yes.

### Note to the Teacher:

- Call students one by one to the board.
- Ask each student to draw an item related to hygiene.
- Encourage the rest of the class to guess by saying:
  - This is a toothbrush. It helps us clean our teeth.
  - That looks like soap. We use it to wash our hands and keep germs away.
- After the correct answer is given, prompt students to explain why it is important. If needed, ask guiding questions like:
  - When do we use this?
  - Why is it important to use this every day?
  - What happens if we don't use it?

Continue until all students have participated.

### Auditory

**MUST DO**

10 MIN.

**Teacher:** Now, we are going to do a fun listening activity. I want you to listen carefully because, at the end, I will ask you to clap for the healthy food items. Are you ready?

**Auditory\***

Listen to your teacher carefully. Answer the questions.

75

**Students:** Yes.

**Teacher:** In your notebooks, draw a simple list of food items. When you hear a healthy food, give a big clap. But if it is not a healthy food, just listen carefully.

Now, I will say the names of some foods. Listen carefully and clap for the healthy ones.

### Food items:

- |              |          |              |
|--------------|----------|--------------|
| • Milk       | • Chips  | • Bread      |
| • Cold Drink | • Fruits | • Vegetables |
| • Rice       | • Potato |              |

**Teacher:** Let us see how well you listened. Now, I will ask you some questions.

1. Which foods did you clap for as healthy?
2. Why do you think milk, fruits and vegetables are healthy?
3. Can you tell me why chips and cold drinks are not as healthy?

(Encourage students to take turns answering, gently prompting them if needed and praising their efforts.)

**Teacher:** Great job, everyone. You have Learnt to identify healthy foods. Let us all give ourselves a big clap for making healthy choices

### Differentiated Activities

**110 km/hr**



Draw one healthy food and one junk food. Label each picture with the name of the food.

**80 km/hr**



Draw two pictures: one of healthy food and one of junk food.

**40 km/hr**



Name one healthy food and one junk food.

### Home Task

Write the names of three healthy foods and three junk foods in your notebook. You can also draw pictures of them.

## Period 2

### Pictorial

**Teacher:** Hello everyone. Today we will continue the work we started yesterday. Can anyone tell me which activity we are going to work on today?

**MUST DO**

10 MIN.

#### Pictorial PS

Look at the pictures. Write the names of the food items in the space provided.



75

**Students:** Re-KAP.

**Teacher:** That is right. Today, we will work on the pictorial part of the Re-KAP activity.

**Teacher:** Look at the pictures provided. You need write its name below the picture.

(Pause to give students time to work independently.)

**Teacher:** Would you like to share with the class?

(Allow students to share which animals they chose as pets and explain why.)

### Interacting better

**SHOULD DO**

15 MIN.

**Teacher:** Now, let us move on to a fun activity. For this activity, you will work in pairs. Choose the friend sitting next to you.

**Interacting better**

What do you like to do in your free time? Discuss with your partner

ICL

76

**Teacher:** Once you are ready, take turns with your partner and discuss what you like to do in your free time. You can talk about:

- The activities you enjoy (e.g., playing games, reading, drawing).
- Why you like these activities.
- When you usually do these activities (e.g., at home, after school).

**Teacher:** You will have five minutes to do this. After that, you and your partner will share what you discussed with the class. Let us begin.

(Pause to allow students to discuss, offering help if needed. Then, ask them to share what they like to do in their free time.)

### Follow-up Questions:

- What do you like to do in your free time?
- Why do you enjoy that activity?
- Do you do it alone or with others?

**Teacher:** Wonderful. It was fun hearing about all the things you like to do in your free time. Let us give ourselves a big round of applause.

**MUST DO**

15 MIN.

Lina and Chang are walking in the park.

After reaching home, Mama asks Lina and Chang to wash their hands. Mama tells them that washing hands after coming from play keeps them healthy.

To stay healthy, we should keep ourselves clean and fit.



76

**Teacher:** Alright, let us read a story today. Lina and Chang are walking in the park. Lina tells Chang that yesterday Ira got hurt while playing.

(You can also ask the students to role-play the scene)

**Teacher:** Let us see what happened in the story. Lina says, 'Ira climbed the slide from the front while someone else was on it. She should have followed the safety rules in the park.'

**Teacher:** Now, after reaching home, Mama asks Lina and Chang to wash their hands. Mama explains that washing hands after coming from play keeps us healthy. Mama tells them that to stay healthy, we should keep ourselves clean and fit.

**Teacher:** Can you think of why it is important to follow safety rules and wash our hands after playing?

(Pause for responses.)

**Teacher:** It is very important to stay safe and clean. Now, let us imagine that you and your friends are playing outside. What do you think you should do to stay safe and healthy?

(Encourage students to share their ideas with prompts like:)

- I should wash my hands after playing.
- I should play safely and follow the rules.

### Follow-up questions:

1. Why is it important to wash our hands after playing?
2. What safety rules should we follow when playing in the park?
3. Can you think of other things we do to stay healthy and fit?

**Teacher:** Great job, everyone. Remember, safety and cleanliness help us stay healthy and happy. Let us give ourselves a round of applause for being safe and healthy.



Play the **Animation** from the digital platform to generate interest among students.

## Differentiated Activities

110 km/hr



Think about all the safety rules in the park. Can you explain why it is important to:

1. Wait your turn before using playground equipment?
2. Always be careful when climbing or sliding to avoid getting hurt?
3. Play with your friends safely and not push or shove each other?

80 km/hr



Answer these questions:

1. Why do you think you should not climb the slide from the front when someone else is already on it?
2. What should you do if you see someone running around the playground?
3. How can we stay safe when playing on the swings or slides?

40 km/hr



Answer these questions with one or two words:

1. What should you do before using the slide?
2. What is a good way to stay safe when you are playing in the park?
3. Why is it important to wash your hands after playing?

## Home Task

Write the name of things that you use to stay clean in your notebook.

## Period 3

**Teacher:** Good morning students. I have a magic wand and today we are going to move like we are doing healthy activities. When I say a magic word, you need to do the activity I name. Ready?

(Demonstrate each movement before starting the game.)

1. Jump like you are doing jumping jacks. – Jump and spread your arms and legs to keep your body strong.
2. Stretch like you are reaching for the sky. – Reach up high with both arms to stretch and keep flexible.
3. Breathe deeply like a calm balloon. – Inhale through your nose and exhale slowly to stay relaxed and healthy.

**Teacher:** Ready to move and be healthy with me? Let us get started.

## Keeping Clean



Open the **eBook** from the digital platform to show students while teaching the lesson.

COULD DO

05 MIN.



MUST DO

10 MIN.



## KEEPING CLEAN

We must:

- brush our teeth in the morning and at night.
- wash our hands before and after eating, after using the toilet and after playing outdoors.
- bathe every day.
- use a clean towel to wipe ourselves and wear clean clothes



76

**Teacher:** Today, we are going to talk about something very important—keeping clean. Do you know why it is important to stay clean?

(Allow students to share their responses. Encourage them to speak in full sentences.)

**Teacher:** That is right. Keeping clean helps us stay healthy and feel good. There are a few simple things we can do every day to keep clean and I am going to share them with you.

(Show the picture of a toothbrush.)

**Teacher:** Look at this. This is a toothbrush. We must brush our teeth in the morning and at night to keep our teeth strong and clean. Can you show me how you brush your teeth?

(Pause for students to pretend brushing their teeth.)

**Teacher:** Next, we need to wash our hands. We should wash our hands before and after eating, after using the toilet and after playing outside. Washing our hands keeps germs away and keeps us healthy. Let us all wash our hands together.

(Encourage students to pretend to wash their hands.)

**Teacher:** We also need to bathe every day to keep our bodies clean. When we bathe, we wash our hair and body to feel fresh. Can you pretend you are taking a bath?

(Pause for students to pretend to bathe.)

**Teacher:** After bathing, we use a clean towel to wipe our bodies and dry ourselves. And don't forget to wear clean clothes to stay fresh and tidy.

**Teacher:** Today, we have learnt some important things to help us stay clean. Brushing our teeth, washing our hands, bathing and wearing clean clothes help keep us healthy and happy.

**Teacher:** Now, let us have some fun. Can you tell me one thing you do every day to stay clean?

(Encourage students to share their responses.)

## Keeping fit

**Teacher:** Next, we are going to learn about keeping fit. Staying active helps us stay healthy, fit and strong.

MUST DO

10 MIN.



## KEEPING FIT

Exercise makes us healthy, fit and strong. Playing and doing yoga are good exercises. It is better to play outdoors. Walking, running and swimming are also good for health.

76

**Teacher:** One way to keep fit is by doing exercise. Exercise makes our bodies strong and gives us energy. Can you think of some ways we can exercise?

(Pause for students to respond.)

**Teacher:** That is right. Playing is a great way to exercise. Running, jumping and skipping help keep our bodies active. It is even better to play outdoors because fresh air and sunshine help us stay healthy.

**Teacher:** Another way to keep fit is by doing yoga. Yoga helps our bodies stretch and makes us feel calm and relaxed. Some people also do activities like walking, running and swimming to stay strong and healthy.

**Teacher:** Moving our bodies every day is very important. Now, tell me—what is your favourite way to exercise? (Encourage students to share their responses.)

### Rest and sleep

**Teacher:** Next, we are going to learn about something very important—rest and sleep. Sleeping well helps us stay healthy, fresh and full of energy.

**MUST DO**

15 MIN.

### REST AND SLEEP

We must sleep for eight hours every night. Our body gets rest when we sleep.



76

**Teacher:** Did you know that we must sleep for at least eight hours every night? When we sleep, our body gets rest and grows stronger. Sleep helps us feel fresh in the morning so we can play, learn and have fun.

**Teacher:** After playing and studying all day, our body needs time to relax. That is why getting enough sleep at night is very important.

**Teacher:** Can you tell me what happens if we do not sleep well?

(Encourage students to respond.)

**Teacher:** That is right. If we do not sleep enough, we might feel tired and sleepy the next day. So, let us remember to go to bed early and wake up fresh every morning.

**Teacher:** Now, tell me—what do you do before going to bed at night?

(Encourage students to share their bedtime routines.)

### Differentiated Activities

110 km/hr



Draw or list three things you should do before bedtime (e.g., brushing teeth, reading a book, sleeping early). Present your chart to the class.

80 km/hr



Circle the pictures of activities that keep us fit (e.g., playing outside, running, yoga) and cross out unhealthy habits (e.g., watching TV for too long, eating too many sweets).

40 km/hr



Match the actions to their pictures (provided by the teacher): Jumping, Running, Playing, Walking.

### Home Task

Ask your family what time they go to sleep. Draw a clock showing what time you sleep at night.

### Period 4



Play the **Slideshow** from the digital platform to give a quick recap on ways to be healthy.

**COULD DO**

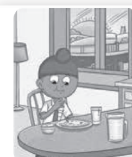
10 MIN.

### Staying Healthy

**Teacher:** Today, let us talk about something very important—staying healthy.

**MUST DO**

15 MIN.



### STAYING HEALTHY

To be healthy, we should eat healthy food. Food helps us grow. It also gives us energy. We must also drink clean water.

76

**Teacher:** To be healthy, we must take care of our bodies. Can you think of some ways to do that?

(Pause for student responses.)

That is right. To stay healthy, we should:

Eat healthy food like fruits, vegetables and grains to help us grow.

Drink clean water to keep our bodies fresh and strong.

Exercise and play to stay fit and active.

**Teacher:** Now, let us name some healthy foods. What do you like to eat that is good for your body?

(Encourage students to share their answers.)

**Teacher:** Great job, everyone. Healthy food makes us strong and clean water keeps us fresh.

### Poster

**Teacher:** I have a special poster to show you. Look at this.

**SHOULD DO**

15 MIN.

(Point to the poster.)

This poster is all about Healthy Habits. These are things we can do every day to keep our bodies strong and happy. Let us look. What do you see in the pictures?







(Pause for responses.)

**Teacher:** Yes. We see children eating healthy food, brushing their teeth, drinking water, playing outside and getting good sleep. Why do you think these habits are important? (Encourage students to share.)

**Teacher:** That is right. Healthy habits help us grow, feel good and stay safe.

### Differentiated Activities

110 km/hr



What if we never brushed our teeth? How would that affect us?

80 km/hr



If you were a superhero, what superpower would you use to help everyone stay healthy?

40 km/hr



Name one food that is good for your body. Why do you think it is healthy?

### Home Task

If junk food and healthy food had a race, who would win and why? Create your thoughts as a poster.

## Period 5

### Recalling better

**Teacher:** Now, that we have learnt so much about healthy habits, let us see how much we remember. We will play a fun team game.

COULD DO

15 MIN.



#### Recalling better

CING

- We must keep ourselves clean.
- We must sleep for eight hours each day to get rest.
- Exercise keeps us fit.
- We must eat healthy food.

77

**Teacher:** Here are the instructions:

1. Sit together with your buddy.

2. I will ask you a question. Discuss the answer with your buddy and then share it with the class.
  3. When you answer, try to speak in full sentences. Do not worry—I will help if you need it.
- (Use the CRM sign to get students' attention before starting the activity.)

### Questions to ask students:

1. Why is it important to keep ourselves clean?
2. How many hours of sleep do we need each day? Why is sleep important?
3. How does exercise help us stay fit?
4. What kind of food should we eat to stay healthy?
5. What happens if we do not get enough sleep?
6. Can playing outside also help us stay fit? How?
7. What are some ways to keep ourselves clean every day?

### Learning better

#### Exercise A

SHOULD DO

10 MIN.



**Teacher:** Now, let us check how much we remember about healthy habits. We will do a Fill in the Blanks exercise. I will do the first one as an example and then it will be your turn.

#### Learning better

CBA

##### A Fill in the blanks.

1. We must brush our \_\_\_\_\_ every morning and night.
2. \_\_\_\_\_ is a good exercise.
3. Our body needs \_\_\_\_\_ hours of sleep.

77

**Teacher:** We must brush our \_\_\_\_\_ every morning and night.

**Teacher:** What do we brush?

Oh. We brush our teeth. So, I will write teeth in the blank.

**Teacher:** Now, it is your turn. Complete the next two sentences on your own.

1. \_\_\_\_\_ is a good exercise.
  2. Our body needs \_\_\_\_\_ hours of sleep.
- (Pause and give students time to write.)

**Teacher:** Great. Once you are done, we will discuss the answers together.

##### B Write T for true or F for false.

1. We should wash our hands before eating.
2. Exercise makes us weak.
3. We must go to bed early.

77

### Write T for true and F for false

**Teacher:** Look at Exercise B. We are going to play a fun True or False game. Do you have your pencils ready?

(Wait for students to show their pencils.)

**Teacher:** Great. I will read a sentence and you will listen carefully. Then, write T for true if the sentence is correct and F for false if it is incorrect. Let me show you how.

**Teacher:** First one: We should wash our hands before eating.

**Teacher:** Hmm. Is this true or false?

(Give time for students to think and respond)


**Teacher:** Yes. Washing hands keeps us clean and healthy, so it is true. I will write T next to the sentence.

**Teacher:** Now, it is your turn. Write T or F for the next two sentences on your own.

1. Exercise makes us weak.
2. We must go to bed early.

(Pause and allow students to complete the task.)

**Teacher:** Well done. Let us discuss the answers together.

 **Infographic** can be shown to recapitulate the concept and discuss about healthy routine.

**COULD DO**

05 MIN.



### Differentiated Activities

110 km/hr



Draw and label five healthy foods and five unhealthy foods.

80 km/hr



Look at the pictures of different foods (provided by the teacher). Circle the healthy foods with a green crayon and the unhealthy foods with a red crayon.

40 km/hr




Give a worksheet to students and ask them to match the healthy food to their names.

### Home Task

Keep a Healthy Habits Diary for one day. Write or draw what you ate, how you exercised and how many hours you slept.

### Period 6

**Teacher:** Hello students. Let us quickly recap what we learnt so far.

 Open the **Quiz** in the digital platform. Ask students to work in pairs to discuss the questions and find the answers together.

**Write short answers in your notebooks.**

 **Write short answers in your notebook.**

1. Write two ways in which we can keep clean.
2. What are the ways in which we can keep fit?
3. How can we stay healthy?

77

**Teacher:** Now, let us work on some questions from our lesson. Take out your notebooks. We are going to do Exercise C.

**SHOULD DO**

20 MIN.



**Teacher:** I will read each question and I want you to think and write your answers. If you are ready, say 'Yes.'

**Students:** Yes.

**Teacher:** Here is the first question: Write two ways in which we can keep clean. Let us think.

We wash our hands, we take a bath—these are some ways. Can you write two ways in your notebook?

(Pause for students to write.)

**Teacher:** Great. Now, let us move to the second question: What are the ways in which we can keep fit? Think about how we move and stay active. Can you write your answer?

(Pause for students to write.)

**Teacher:** Now, the last one: How can we stay healthy? We eat good food, sleep well and exercise. Write your answer in your notebook.

(Pause for students to complete the task.)

**Teacher:** Well done. Now, let us discuss the answers together.

### Differentiated Activities

110 km/hr



If your friend eats too many sweets and does not brush their teeth, what advice would you give them?

80 km/hr



What happens if we do not wash our hands before eating?

40 km/hr



What is one healthy food you like to eat?

### Home Task

**Creating better**

Make a healthy sandwich using bread, butter, cucumbers and tomatoes.



**Creating better**

ArtI 2LCS

Make a healthy sandwich using bread, butter, cucumbers and tomatoes. 77

### Period 7

#### Thinking better

**Teacher:** Hello, students. Now, I want you to think about something important—what would happen if we do not wash our hands before eating meals?

**MUST DO**

15 MIN.



**Thinking better**

2LCS HOTS

Think and answer in your notebook.

What would happen if we do not wash our hands before eating meals? 77

**Teacher:** Our hands touch many things throughout the day. They can pick up dirt and germs. If we do not wash them, these germs can get into our food and make us sick.

**Teacher:** Take a moment and think. Why is it important to wash our hands before eating? What might happen if we don't?

(Pause and let students think. Then encourage them to share their answers.)

**Student 1:** We might get sick.

**Teacher:** That is right. Germs can enter our bodies and cause stomach aches or other illnesses.

**Student 2:** Washing hands keeps us clean.

**Teacher:** Yes. Clean hands help keep us healthy and stop germs from spreading.

**Teacher:** Now, I want you to write your thoughts in your notebook. You can also draw a picture to show why washing hands is important. Once you are done, we will share our answers with the class.

### Choosing better

**Teacher:** Now, let us think about some good habits. I will read a sentence and you will decide if it is something we should do or not.

MUST DO

15 MIN.

☐

#### Choosing better

Read the sentences. Write Yes or No.

1. Flush the toilet after use.
2. Eat healthy food.

LSV

77

**Teacher:** First sentence: Flush the toilet after use. Do you think this is a good habit? Should we do this? Say 'Yes' or 'No'.

(Pause for students to respond.)

**Students:** Yes.

**Teacher:** That is correct. We should always flush the toilet to keep it clean. Now, write 'Yes' next to the sentence in your notebook.

**Teacher:** Next sentence: Eat healthy food. Is this a good habit? What do you think? Say 'Yes' or 'No'.

(Pause for students to respond.)

**Students:** Yes.

**Teacher:** Great. Eating healthy food keeps us strong and fit. Now, write 'Yes' next to the sentence in your notebook.

**Teacher:** Now, complete the rest of the exercise on your own. Once everyone is done, we will check the answers together.

### L (What I Have Learnt)

**Teacher:** Remember, at the start of the lesson, we talked about what we knew and what we wanted to learn about being healthy. Now, we will fill in the 'L' column.

COULD DO

10 MIN.

☐

**Teacher:** I want you to sit with your partner and discuss what you have learnt from the lesson. Think about healthy habits, food, exercise and cleanliness. After a few minutes, we will hear from each pair and then you will write your ideas in your notebook.

(Allow students to discuss with their partners, then invite each pair to share their answers.)

**Teacher:** Let us hear from you. What did you learn?

**Student 1:** We should eat healthy food.

**Teacher:** That is right. Eating fruits, vegetables and drinking plenty of water keeps us strong.

**Student 2:** Exercise keeps us fit and active.

**Teacher:** Excellent. Running, jumping and playing outside make our bodies strong.

**Student 3:** We should brush our teeth every day.

**Teacher:** Very good. Brushing our teeth in the morning and at night keeps them clean and healthy.

**Student 4:** We must wash our hands before eating.

**Teacher:** That is a great answer. Washing hands before meals helps to keep us safe from germs.

**Teacher:** Now, write these ideas in the 'L' column of your notebook.

**Teacher:** So, we have learnt that eating healthy food gives us energy, exercise makes our bodies strong and cleanliness keeps us safe from diseases.

**Teacher:** Well done, everyone. Let us always remember to take care of our health and follow good habits.

### Differentiated Activities

110 km/hr



Read the lesson with your partner.

80 km/hr



Pick any topic from the lesson. Take turns to read aloud to your partner.

40 km/hr



Try reading the lesson with the help of your teacher.

### Home Task

### Revising better

In this chapter, you have learnt that playing outdoors keeps us fit. What is your favourite outdoor game? Write in your Little Book



Revising better

DBL

In this chapter, you have learnt that playing outdoors keeps us fit. What is your favourite outdoor game? Write in your Little Book.

77

### Period 8



Open the **Dictionary** from the digital platform to introduce the words related to the topic. Ask students to repeat the words after you.

COULD DO

05 MIN.

☐

### Worksheet 1

**Teacher:** Good morning, students. Today, we will revise what we have learnt so far by answering questions in the workbook.

MUST DO

25 MIN.

☐

## 18. Being Healthy

### Worksheet 1

A. Fill in the blanks.

1. We should keep ourselves clean and \_\_\_\_\_.
2. We \_\_\_\_\_ our teeth in the morning.
3. Exercise makes us \_\_\_\_\_, fit and strong.
4. Walking and running are good for \_\_\_\_\_.
5. We must \_\_\_\_\_ for eight hours.

B. Write **T** for true or **F** for false.

1. We should not brush our teeth in the morning. \_\_\_\_\_
2. We should wear clean clothes. \_\_\_\_\_
3. Playing is a good exercise. \_\_\_\_\_
4. We should eat unhealthy food. \_\_\_\_\_
5. We need to sleep for only two hours, every night. \_\_\_\_\_

C. Match the columns.

Column A		Column B
1. teeth	•	i. energy
2. playing	•	ii. brushing
3. sleep	•	iii. water and soap
4. bathe	•	iv. exercise
5. food	•	v. eight hours

51

Ask students to open their EVS workbook. Guide them to complete the exercises in worksheet 1.

### Fill in the blanks.

Explain that they need to read the given sentences and fill the blanks with the right word.

After giving them some time, ask the class to share their answers. Write the correct answers on the board as you proceed. Encourage students to write the answers neatly in their notebooks after the class discussion.

### Write T for true and F for false.

Read each sentence aloud and give students time to think before marking their answers. After completing the activity, discuss each statement with the class and explain why it is true or false.

### Match the columns

Instruct students to match each word in Column A with the correct word from Column B. Ask them to attempt the task individually first to assess their understanding. After a few minutes, allow them to discuss their answers with a partner or in small groups to compare and refine their responses.

**Note:** You may also take up this worksheet in class for concept recap or for assessment purposes.



Open the **Animated Activities** from the digital platform. Allow students to work in pairs to think about the questions and answer them. Appreciate their efforts.

COULD DO

10 MIN.

## Period 9

### Worksheet 2

Ask students to open their EVS workbook. Guide them to complete the exercises in worksheet 2.

SHOULD DO

20 MIN.

### Worksheet 2

A. Fill in the blanks using the words in the box.

sleep Exercise drink every day health

1. Bathe \_\_\_\_\_ with soap and water.
2. \_\_\_\_\_ makes us healthy, fit and strong.
3. Swimming is good for \_\_\_\_\_.
4. Our body gets rest when we \_\_\_\_\_.
5. We must \_\_\_\_\_ clean water.

B. Write **yes** or **no**. To stay healthy, we should –

1. Take a bath every day with soap and water. \_\_\_\_\_
2. Brush our teeth only once a day. \_\_\_\_\_
3. Wash our hands only before eating. \_\_\_\_\_
4. Exercise and play outdoor games. \_\_\_\_\_
5. Take rest and sleep for eight hours, every night. \_\_\_\_\_

C. Fill in the blanks with **should** or **should not**.

1. We \_\_\_\_\_ brush our teeth twice, every day.
2. We \_\_\_\_\_ wash our hands before and after eating.
3. We \_\_\_\_\_ sleep for less than eight hours.
4. We \_\_\_\_\_ use a clean towel.
5. We \_\_\_\_\_ wear dirty clothes.

51



You may generate additional practice worksheets using the **Test Generator** given on the digital platform

### Fill in the blanks with correct option.

Explain that the words in the brackets are options to choose from and they need to pick the correct one to complete each sentence.

After giving them some time, ask the class to share their answers. Write the correct answers on the board as you proceed. Encourage students to write the answers neatly in their notebooks after the class discussion.

### Write yes or no. To stay healthy.

Allow students to work in teams to determine whether each statement is correct by writing 'Yes' or 'No' in the space provided. Provide them with cues if needed. Afterward, discuss the answers with the class.

### Fill in the blanks with should or should not.

Encourage students to work in teams to complete the sentences by filling in the blanks with 'should' or 'should not.' Provide guidance and cues if needed. After they have completed the task, review the answers together as a class, discussing the importance of each habit in maintaining good health.

**Note:** You may also take up this worksheet in class for concept recap or for assessment purposes.



## Holistic Teaching

### English

Fill in the blanks with correct fr words

COULD DO

20 MIN.



#### Chapter 18: Being Healthy

A

#### English

Fill in the blanks with the correct fr words.

1. Sheila wears a red \_\_\_\_ock on her birthday.
2. Rohan cleans the photo \_\_\_\_ame with a clean cloth.

B

#### Maths

Note the time when you:

1. Wake up: \_\_\_\_\_
2. Go to sleep: \_\_\_\_\_

23

Write the sentences on the board and draw a help box containing the letters 'fr'. Ask students to read each sentence carefully and guess the missing word. Encourage class discussion before revealing the correct answers. Once the answers are discussed, allow students to write the complete sentences in their notebooks.

#### Maths

Initiate a discussion on healthy routine and ask students to share their wake up time and sleep time.

## Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none"> <li>demonstrate fine motor skills by drawing or colouring pictures related to healthy habits, such as exercise, eating healthy foods and personal hygiene.</li> </ul>
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> <li>demonstrate empathy and understanding of the importance of taking care of our health by discussing how we can stay healthy through eating nutritious food, exercising and practicing good hygiene.</li> </ul>
Cognitive Development	<ul style="list-style-type: none"> <li>identify and describe different healthy habits (e.g., exercising, eating fruits and vegetables, washing hands) and understand their roles in maintaining good health.</li> </ul>
Language and Literacy Development	<ul style="list-style-type: none"> <li>use vocabulary related to health (e.g., nutrition, hygiene, exercise, rest) through activities like matching healthy habits to their benefits, fill-in-the-blanks and sentence-building.</li> </ul>
Aesthetic and Cultural Development	<ul style="list-style-type: none"> <li>participate in creative activities like drawing or designing a healthy daily routine, making a collage of healthy food items or acting out healthy habits through movement.</li> </ul>
Positive Learning Habits	<ul style="list-style-type: none"> <li>demonstrate attentiveness during discussions about being healthy, follow instructions carefully and complete activities with curiosity and enthusiasm.</li> </ul>

### Starry Knights

How was your experience teaching this year to this class?

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What are your accomplishments this academic year?

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You survived another successful academic year. Fabulous..  
Give yourself a STAR and a smiley.

