



Teacher's Guide

Social Studies

Primary
Education
Smart+
Prathomsuksa

1

Preface

The learning area of social studies, religion and culture enables learners to acquire knowledge and understand the lives of human beings as both individuals and as coexisting members of a society. The area addresses self-adjustment in accordance with exigencies of environmental situations and management of limited resources. Learners acquire understanding of development and change in accordance with exigencies of various periods, times and factors, leading to understanding of oneself and others. Learners also acquire patience, forbearance and acceptance of differences. They are endowed with morality and the ability to adjust knowledge gained for application in leading their lives as good citizens of the country and desirable members of the world community.

The basic Education Core Curriculum aims to inculcate the following five competencies among students:

1. Communication Skill
2. Thinking Skill
3. Problem-solving Skill
4. Applying Life Skill
5. Technological Application Skill

The learning area of social studies, religion and culture focuses on coexistence in societies that are interlinked and that have many differences, enabling the learners to adjust themselves to various environmental contexts. They will thus become good, responsible citizens, are endowed with knowledge, skills, morality and desirable values. The main strands prescribed are as follows:

- **Religion, Morality and Ethics:** fundamental concepts about religion, morality, ethics and principles of Buddhism or those of learners' religions; application of religions, principles and teachings for self-development and peaceful and harmonious coexistence; ability to do good deeds; acquisition of desirable values; continuous self-development as well as provision of services for social and common interests and concerns

- **Civics, Culture and Living:** political and administrative systems of the present society; democratic form of government under constitutional monarchy; characteristics and importance of good citizenship; cultural differences and diversity; values under constitutional monarchy; rights, duties and freedom in peaceful existence in Thai society and the world community

- **Economics:** production, distribution and consumption of goods and services; management of limited resources available; lifestyle of equilibrium and application of the principles of Sufficiency Economy in daily life

- **History:** historical times and periods; historical methodology; development of mankind from the past to the present; relationships and changes of various events; effects of important events in the past; personalities that influenced various changes in the past; historical development of the Thai nation; culture and Thai wisdom; origins of important civilisations of the world

- **Geography:** physical characteristics of the Earth; physical characteristics, resources and climate of Thailand and various other regions of the world; utilisation of maps and geographical instruments; interrelationship of various things in the natural system; relationship between man and natural environment and man-made objects; presentation of geo-data and information; preservation of the environment for sustainable development

Strands and Learning Standards

Strand 1: Religion, Morality and Ethics

Standard So1.1: Knowledge and understanding of the history, importance, the Masters, moral principles of Buddhism or those of one's faith and other religions; having the right faith; adherence and observance of moral principles for peaceful coexistence

Standard So1.2: Understanding, awareness and personal conduct of devout believers; and observance and furtherance of Buddhism or one's faith

Strand 2: Civics, Culture and Living in Society

Standard So2.1: Understanding and personal conduct in accordance with duties and responsibilities of good citizens; observance and preservation of Thai tradition and culture; and enjoying peaceful coexistence in Thai society and the world community

Standard So2.2: Understanding of political and administrative systems of the present society; adherence to, faith in, and upholding of the democratic form of government under constitutional monarchy

Strand 3: Economics

Standard So3.1: Understanding and capability of managing resources for production and consumption; efficient and cost-effective utilisation of limited resources; and understanding the principles of Sufficiency Economy for leading a balanced life

Standard So3.2: understanding of various economic systems and institutions; economic relations; and necessity for economic cooperation in the world community

Strand 4: History

Standard So4.1: Understanding of the meaning and significance of historical times and periods; ability to use historical methodology for systematic analysis of various events

Standard So4.2: Understanding of development of mankind from the past to the present; realising the importance of relationships and continuous changes of events, and ability to analyse their effects

Standard So4.3: Knowledge of historical development of Thailand as a nation; culture; Thai wisdom; cherishing, pride in and preservation of Thai-ness

Strand 5: Geography

Standard So5.1: Understanding of physical characteristics of the Earth and interrelationship of various things in the natural system which affect one another; utilisation of maps and geographical instruments for searching, analysing, drawing conclusions from, and efficiently utilising geo-data and information

Standard So5.2: Understanding of interrelationship between man and physical environment leading to cultural creativity; awareness and participation in conservation of resources and the environment for sustainable development

Learners' Quality

- Have knowledge about themselves and those around them as well as the local environment, places where they live, and can link experiences to the wider world.
- Have skills, knowledge and necessary data for development to attain morality, ethics, behaviour and practices in accordance with the principles and teachings of their religions; attain qualities of good citizens and sense of responsibility; can live and work with others; participate in classroom activities, and have practice in decision-making.
- Have knowledge about themselves, and their families, schools and communities on an integrated basis; understand concepts about the present and the past; have fundamental economic knowledge; have been given ideas about family income and expenditure; understand roles of producers and consumers; know basic saving and methodology of Sufficiency Economy.
- Know and understand basic concepts about religion, morality, ethics, civics, economics, history and geography, so as to provide foundation for understanding at higher levels.

Yearly Teaching Plan

Primary Education Smart Plus Textbook Social Studies Grade 1 (Prathomsuksa 1)
5 Chapters **120 hours**

Learning Areas/Activities	Learning Time (in hours)
Chapter 1 Religion, Morality and Ethics Unit 1 The Story of the Buddha Unit 2 Important Doctrine and Buddhist Day Unit 3 Vannupatha Jataka Role Play Voluntary Spirit	20 4 7 7 1 1
Chapter 2 Being Good Members of Family and School Unit 1 Family and School Unit 2 Being Good Children and Good Students Unit 3 Democracy	20 7 7 6
Chapter 3 Economy Unit 1 Goods and Services Unit 2 Savings and Expenditure Unit 3 Work and Income	20 6 7 7
Chapter 4 History Unit 1 The Importance of Calendar Unit 2 Changes in People's Lives Unit 3 The Symbols of Thailand Little Historians Little Gallery Little Guide	40 15 9 10 2 2 2
Chapter 5 Things Around Us Unit 1 Our Environment Unit 2 Direction, Position and Diagram Unit 3 Weather	20 4 9 7

Chapter 1 Religion, Morality and Ethics

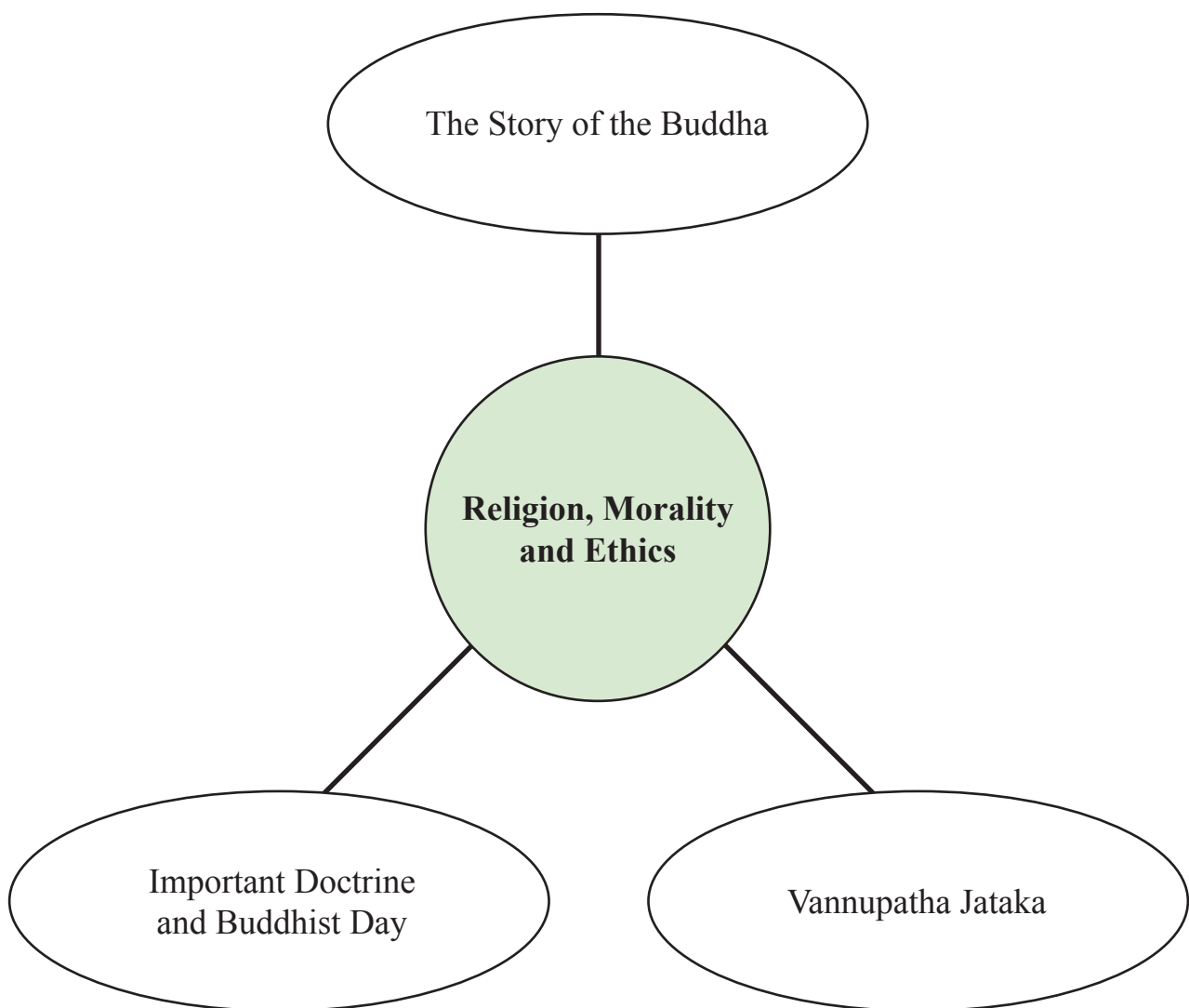
Strand 1: Religion, Morality and Ethics

(20 hours)

Standard So1.1: Knowledge and understanding of the history, importance, the Masters and moral principles of Buddhism or of one's faith and other religions; having the right faith; adherence to and observance of moral principles for peaceful coexistence

Standard So1.2: Understanding, awareness and self-conduct of devout believers; and observance and furtherance of Buddhism or one's faith

Conceptual Map



Unit 1 The Story of the Buddha

Indicators and learning areas (4 hours)

Indicators	Learning Areas
So1.1 Gr1/1 Recount in brief the life of the Buddha or the lives of the Masters of students' own religions.	• The Story of the Buddha
So1.1 Gr1/4 Appreciate and pray for the spreading of loving-kindness; have mindfulness as the basis for concentration in Buddhism, or spiritual development in accordance with the guidelines of students' own religions as prescribed.	• Meditation Activity

Learning Objectives

1. Know the life of the Buddha from birth to ordination.
2. Be able to recount in brief the life of the Buddha.
3. Be able to put some important events that happened in the Buddha's life in the correct chronological order.
4. Be able to practise meditation by themselves.

Learning Outcomes

1. Recount in brief the life of the Buddha or the lives of the Masters of students' own religions.
2. Appreciate and pray for the spreading of loving-kindness; have mindfulness as the basis for concentration in Buddhism, or spiritual development in accordance with the guidelines of students' own religions.

Learning Areas

1. The Story of the Buddha
2. Meditation Activity

Teaching and Learning Activities

1st – 2nd hours (The Story of the Buddha)

1. Ask students whether they know the Buddha or not by using the question “Who is the Buddha?” in Primary Education Smart Plus Textbook Social Studies P.1 on page 2. Explain more.
2. Play a video about the story of the Buddha and have students watch the video attentively.
3. Summarise the story of the Buddha from the video to students. Then explain more about the life of the Buddha based on the text on pages 3 and 4 in Primary Education Smart Plus Textbook Social Studies P.1.
4. Ask students to draw their most favourite scene from the video in their notebook, colour the picture and describe it. Use the questions below as guidelines for students to describe their picture.
 - Why do you choose this scene as your most favourite scene?
 - Who appeared in the scene?
 - Where did the scene happen?
 - When did the scene happen? Did it happen before or after the Buddha’s ordination?
 - What happened in the scene?
5. Make a summary on The Story of the Buddha.
6. Ask students to read **Let’s Know More!** in Primary Education Smart Plus Textbook Social Studies P.1 on page 4. Then, explain it.
7. Ask students to do **Practice** on page 5 in Primary Education Smart Plus Textbook Social Studies P.1 as their homework.

3rd hour (Meditation Activity)

1. Have students do **Meditation Activity** in Primary Education Smart Plus Textbook Social Studies P.1 on page 6. Play “Flower Bloom” clip and ask students to watch the clip.

2. Let students practise the meditation by singing and moving their body to the song “Flower Bloom”. Ask students to follow the movements shown in the textbook or demonstrate and ask students to imitate step by step.
3. Divide students into groups of 5 to 6 persons. Let each group practise the meditation on their own. Observe each student and advise them on the correct postures if necessary.
4. Have each group present the meditation to the class.
5. Write the following questions on the board and have students write their answers in their notebook as their homework.
 - How did you feel while practising the meditation?
 - Was it easy or hard to practise?
 - How did you feel after the meditation activity?
 - What did you gain from this activity?

4th hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 1 “**The Story of the Buddha**”.
2. Guide students to summarise the Learning Areas of Unit 1.
3. Have students work on **Activity** on page 5 in Primary Education Smart Plus Textbook Social Studies P.1.

Emphasised skills:

1. Analytical thinking skill
2. Curiosity of learning
3. Self-discipline
4. Speaking and writing skills
5. Sharing ideas/opinions

Learning Materials:

1. A video about the story of the Buddha
2. “Flower Bloom” clip on YouTube channel
3. Primary Education Smart Plus Textbook Social Studies P.1

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 1 Religion, Morality and Ethics

Unit 1 The Story of the Buddha

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further:

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Feeling after learning this unit:

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Knowledge gained from this unit: ..

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Application of knowledge from this unit on your daily life:

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Exercises that you like and want to select as the outstanding work:

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Contents that you like the most in this unit (give your reason):

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Unit 2 Important Doctrine and Buddhist Day

Indicators and learning areas (7 hours)

Indicators	Learning Areas
So1.1 Gr1/3 Tell the meaning and importance of and respect the Triple Gem, observe the principles of the Three Admonitions of the Buddha in Buddhism, or the moral principles of students' own religions as prescribed.	• The Three Admonitions
So1.2 Gr1/3 Conduct themselves correctly in religious rites and ceremonies and on important religious days as prescribed.	• Visakha Bucha Day

Learning Objectives

1. Understand the principles of the Three Admonitions of the Buddha in Buddhism.
2. Be able to observe the principles of the Three Admonitions of the Buddha.
3. Know Visakha Bucha Day and be able to conduct themselves correctly on Visakha Bucha Day.

Learning Outcomes

1. Tell the meaning and importance of and respect the Triple Gem, observe the principles of the Three Admonitions of the Buddha in Buddhism, or the moral principles of students' own religions.
2. Conduct themselves correctly in religious rites and ceremonies and on important religious days.

Learning Areas

1. The Three Admonitions
2. Visakha Bucha Day

Teaching and Learning Activities

1st– 3rd hours (The Three Admonitions)

1. Ask students the first question on page 7 in Primary Education Smart Plus Textbook Social Studies P.1.
2. Have students read **The Three Admonitions** in Primary Education Smart Plus Textbook Social Studies P.1 on page 8. Then, explain the principles.
3. Show students three pictures of different behaviours that relate to the Three Admonitions: not to do any evil, to cultivate good, to purify the mind. Guide them to discuss about each picture by using the following questions:
 - What is the person in the picture doing?
 - Is it the right or wrong behaviour?
 - Should we do the same behaviour as in the picture?
 - What are the consequences of the behaviour?
4. Ask students to draw the three pictures in their notebook and write down each admonition to match with the right behaviours.
5. Show students a clip about the song of the Three Admonitions of the Buddha. Then, ask students to sing along.
6. Ask students to give some examples of the Three Admonitions of the Buddha. Discuss with students about each example.
7. Guide students to conclude the Three Admonitions of the Buddha by drawing a conceptual map in their notebook.
8. Have students do **Practice 1** in Primary Education Smart Plus Textbook Social Studies P.1 on page 9 as their homework.
9. Ask students to read **Let's Know More!** in Primary Education Smart Plus Textbook Social Studies P.1 on page 8. Then, explain more.
10. Have students do **Activity 1** in Primary Education Smart Plus Textbook Social Studies P.1 on page 9.
11. Choose some volunteers to read aloud their good deeds in Activity 1.

4th – 6th hours (Visakha Bucha Day)

1. Ask students if they know Visakha Bucha Day or not. Get some volunteers who know about Visakha Bucha Day to tell briefly about the importance of that day and what Buddhists usually do on Visakha Bucha Day.
2. Explain **Visakha Bucha Day** to students. Refer to the text on page 10 in Primary Education Smart Plus Textbook Social Studies P.1.
3. Let students watch a video about Visakha Bucha Day for their better understanding.
4. Ask students to write the second question on page 7 in Primary Education Smart Plus Textbook Social Studies P.1 in their notebook and answer the question.
5. Ask students to work on **Activity 2** in Primary Education Smart Plus Textbook Social Studies P.1 on page 10. Ask them to divide themselves into groups and share their opinions about what they usually do on Visakha Bucha Day. Let each group present the activities that most of the members in the group do on Visakha Bucha Day to the class.
6. Make a summary on the previous activity.
7. Have students do **Meditation Activity** in Primary Education Smart Plus Textbook Social Studies P.1 on page 11. Play “I have arrived, I am home” clip and let students sing the song together.
8. Let students practise singing the song “I have arrived, I am home” until they can sing without looking at the lyrics.
9. Ask students to write down how they felt while doing the activity in their notebook.

7th hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 2 “**Important Doctrine and Buddhist Day**”.
2. Guide students to summarise the Learning Areas of Unit 2.
3. Ask students to do **Practice 2** in Primary Education Smart Plus Textbook Social Studies P.1 on page 11.

Emphasised skills:

1. Analytical thinking skill
2. Curiosity of learning
3. Self-discipline
4. Speaking and writing skills
5. Sharing ideas/opinions

Learning Materials:

1. Three pictures of different behaviours that relate to the Three Admonitions of the Buddha: not to do any evil, to cultivate good, to purify the mind
2. A clip about the song of the Three Admonitions of the Buddha and “I have arrived, I am home” clip on YouTube channel
3. A video about Visakha Bucha Day
4. Primary Education Smart Plus Textbook Social Studies P.1

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 1 Religion, Morality and Ethics

Unit 2 Important Doctrine and Buddhist Day

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further:

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Feeling after learning this unit:

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Knowledge gained from this unit: ..

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Application of knowledge from this unit on your daily life:

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Exercises that you like and want to select as the outstanding work:

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Contents that you like the most in this unit (give your reason):

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Unit 3 Vannupatha Jataka

Indicators and learning areas (7 hours)

Indicators	Learning Areas
<p>So1.1 Gr1/2 Delight in and tell the models of living and the insights from the lives of the disciples, the stories of the Buddha's previous lives, other tales and exemplary believers as prescribed.</p> <p>So1.2 Gr1/1 Provide services to temples or places of worship of their religions.</p> <p>So1.2 Gr1/2 Profess themselves as Buddhists or believers of their religions.</p>	<ul style="list-style-type: none">• Vannupatha Jataka

Learning Objectives

1. Understand the meaning of Jataka tale.
2. Know about Vannupatha Jataka.
3. Apply morals from Vannupatha Jataka to their daily life.
4. Know the biography of an exemplary believer and take him as their role model.
5. Cultivate a service-minded attitude.

Learning Outcomes

1. Delight in and tell the models of living and the insights from the lives of the disciples, the stories of the Buddha's previous lives, other tales and exemplary believers.
2. Provide services to temples or places of worship of their religions.
3. Profess themselves as Buddhists or believers of their religions.

Learning Areas

1. Vannupatha Jataka

Teaching and Learning Activities

1st – 6th hours (Vannupatha Jataka)

1. Ask students the question on page 12 in Primary Education Smart Plus Textbook Social Studies P.1.
2. Ask students if they know the Jataka tales or not. Get some volunteers who know about the Jataka tales to tell briefly about its meaning.
3. Explain the Jataka tales to students based on the text in Primary Education Smart Plus Textbook Social Studies P.1 on page 13.
4. Show students a clip about Vannupatha Jataka.
5. Divide students into groups of 4 to 5 persons or more. Let them discuss the clip about Vannupatha Jataka they have watched with the other members in the group. The questions below are the topics for discussion.
 - What happened to the caravan?
 - How could they solve the problem?
 - What would happen if they gave up?
 - What is the moral of Vannupatha Jataka?
6. Have each group present their answers to the class and let the other groups share their opinions about it.
7. Summarise Vannupatha Jataka to students.
8. Refer to the moral learnt from Vannupatha Jataka. Tell students the benefits of being a persevering person. Let students write down the benefits in their notebook.
9. Give some examples of other situations that are relevant to the moral of Vannupatha Jataka. Then, ask students to give more examples by writing down in their notebook.
10. Ask student to do **Practice** on page 15 in Primary Education Smart Plus Textbook Social Studies P.1 as their homework.
11. Guide students to summarise Vannupatha Jataka and the moral from this Jataka tale.

12. Divide students into groups of 3 to 4 persons or more. Ask each group to come up with a situation that is in accordance with the moral learnt from Vannupatha Jataka. Then, let each group role-play the situation in the class and ask the other groups the question: Which parts of the situation relate to the moral of Vannupatha Jataka?
13. From the previous activity, ask students to draw their most favourite part of the situation of their own group that relates to the moral of Vannupatha Jataka and write down the detail of the situation in their notebook according to the following questions:
 - What did the characters in the situation do?
 - Where did the situation happen?
 - How does the situation relate to the moral of Vannupatha Jataka?
14. Have students answer the question in **Let's Think!** on page 14 in Primary Education Smart Plus Textbook Social Studies P.1 by writing it down in their notebook as their homework.
15. Choose some volunteers to read aloud their homework. Explain more.
16. Ask students to work on **Activity** in Primary Education Smart Plus Textbook Social Studies P.1 on page 16.
17. Refer to the previous activity, choose some volunteers to present the picture they drew and let them explain what they did in the picture.
18. Explain how to profess themselves as Buddhists to students. Ask students to write it down in their notebook.
19. Have students do **Meditation Activity** in Primary Education Smart Plus Textbook Social Studies P.1 on page 16. Play "I Like the Roses" clip and let students sing the song together.
20. Let students practise singing the song "I Like the Roses" until they can sing without looking at the lyrics.
21. Ask students to write down how they felt while doing the activity in their notebook.

7th hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 3 “**Vannupatha Jataka**”.
2. Guide students to summarise the Learning Areas of Unit 3.
3. Encourage students to evaluate themselves by filling in **Evaluation Form** on page 18 in Primary Education Smart Plus Textbook Social Studies P.1.
4. To test students’ understanding of this chapter, ask students to work on **TEST** in Primary Education Smart Plus Textbook Social Studies P.1 on pages 19 and 20.

2 hours (Projects)

1st hour (Voluntary Spirit)

1. Take students to a nearby temple to help pick up garbage. Choose the proper date, time and the temple that is located near the school or easy to go.
2. After students finish doing this activity, ask them to put a (✓) or (✗) in the table in **Voluntary Spirit** in Primary Education Smart Plus Textbook Social Studies P.1 on page 17.

2nd hour (Role Play)

1. Divide students into groups. Refer to **Role Play** in Primary Education Smart Plus Textbook Social Studies P.1 on page 17. Ask them to role-play the life of the Buddha (The length of the role play depends on the teacher’s decision.)
2. After doing the role play, ask students to draw and colour the event that they like the most in the space on page 17 in Primary Education Smart Plus Textbook Social Studies P.1.
3. Ask students to write down the question in Role Play in Primary Education Smart Plus Textbook Social Studies P.1 on page 17 in their notebook and answer the question.

Emphasised skills:

1. Analytical thinking skill
2. Curiosity of learning
3. Self-discipline
4. Speaking and writing skills
5. Sharing ideas/opinions
6. Assertive skill

Learning Materials:

1. A clip about Vannupatha Jataka
2. “I Like the Roses” clip on YouTube channel
3. Primary Education Smart Plus Textbook Social Studies P.1

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 1 Religion, Morality and Ethics

Unit 3 Vannupatha Jataka

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further:

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Feeling after learning this unit:

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Knowledge gained from this unit: ..

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Application of knowledge from this unit on your daily life:

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Exercises that you like and want to select as the outstanding work:

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Contents that you like the most in this unit (give your reason):

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Chapter 2 Being Good Members of Family and School

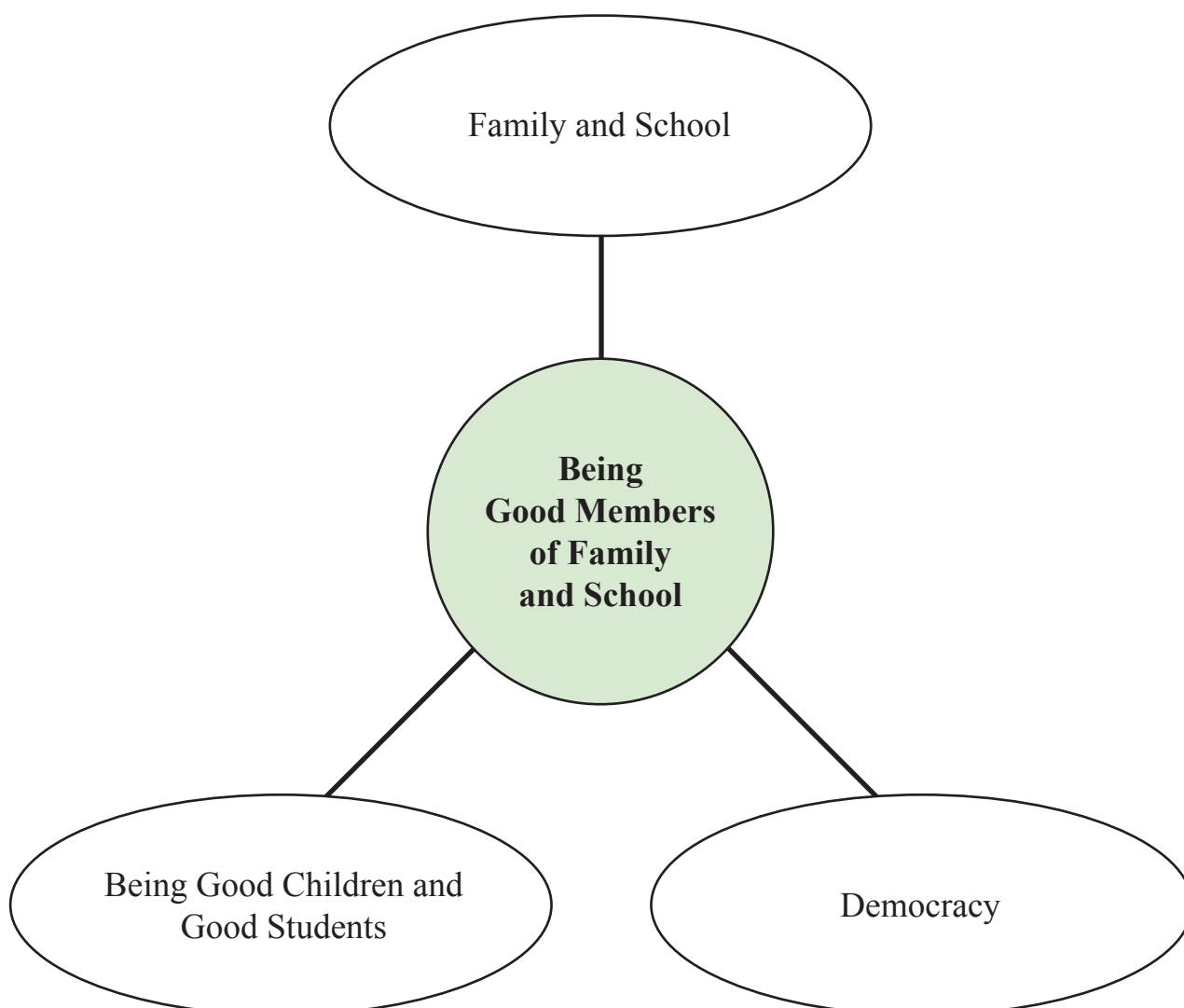
Strand 2: Civics, Culture and Living in Society

(20 hours)

Standard So2.1: Understanding and self-conduct in accordance with duties and responsibilities of good citizens; observance and preservation of Thai tradition and culture; and enjoying peaceful coexistence in Thai society and the world community

Standard So2.2: Understanding of political and administrative system of the present society; adherence to, and upholding of the democratic form of government under constitutional monarchy

Conceptual Map



Unit 1 Family and School

Indicators and learning areas (7 hours)

Indicators	Learning Areas
So2.1 Gr1/1 Tell the structure, roles and duties of family members in school.	<ul style="list-style-type: none">• Family• School
So2.2 Gr1/2 Specify their own roles, rights and duties in family and in school.	<ul style="list-style-type: none">• Family• School

Learning Objectives

1. Understand the structures, roles, duties and the relationships of the members in the family and the school.
2. Understand that each member has his own roles, duties and rights in the family and the school.

Learning Outcomes

1. List the structures, roles, duties, and the relationships among the members in the family and the school.
2. Practise our roles, duties and rights in the family and the school.

Learning Areas

1. Family
 - Size of family
 - Relationships between family members
 - Roles, duties and rights of family members
 - Exercising rights and performing roles and duties in the family
2. School
 - Structure of school
 - Relationships between members of a school
 - Duties and rights of the members of a school
 - Exercising rights and performing roles and duties in the school

Teaching and Learning Activities

1st– 3rd hours (Family)

1. Ask students these questions:
 - a. How many members are there in your family?
 - b. Who are your family members?
2. Show the pictures of a small family and a big family to students and explain the structures of families. Then, ask students to make and compare the structures of their own family.
3. Choose 4 to 5 students to tell the number of their family members. Then, discuss if those families are considered small or big.
4. Refer to page 23 in Primary Education Smart Plus Textbook Social Studies P.1 for more explanation.
5. Ask students to carry out **Activity 1** in Primary Education Smart Plus Textbook Social Studies P.1 on page 24.
6. Draw or paste the pictures of the members of a family such as father, mother and children on the board. Then, ask about the relationships shown. Add in other members such as grandfather, grandmother, aunts and uncles. How are they related to each other?
7. Refer to page 25 in Primary Education Smart Plus Textbook Social Studies P.1. Conclude the relationships of family members.
8. Divide students into two groups. Carry out a quiz on the relationships among the members of a family. Pose questions such as:
 - Mary is your father's sister. How do you address Mary?
 - John is your mother's father. How do you address John?
9. Have students carry out **Practice 1** on page 26 in Primary Education Smart Plus Textbook Social Studies P.1.
10. Ask students to draw the structure of their family as their homework.
11. Guide students to study **Roles, duties and rights of family members** on pages 26 to 27 in Primary Education Smart Plus Textbook Social Studies P.1. Then, explain the meaning of roles, duties and rights.
12. Divide students into groups of 3 to 4 persons. Each group should discuss about the roles and duties of each family member and conclude them.

13. Randomly select 2 to 3 students to play roles of their family members. What are their roles and duties if they are the father, mother, grandmother and grandfather? What are their roles as children? Discuss if their understandings are correct.
14. Tell students about the rights of the family members and encourage them to give their opinions. Then, discuss about their roles, duties and rights and conclude them.
15. Have students carry out **Practice 2** in Primary Education Smart Plus Textbook Social Studies P.1 on page 28.
16. Guide students to make a summary of the structure of a family, the roles, duties and rights of the family members, and exercising the rights and performing roles and duties in the family.

4th – 6th hours (School)

1. Have a discussion based on the following questions:
 - a. What is the meaning of school?
 - b. Why do we have to go to school?
 - c. Who are the school masters?
2. Encourage students to list the members of the school, while you draw or paste the pictures on the board. Guide students to understand the structure of the school.
3. Refer to page 29 in Primary Education Smart Plus Textbook Social Studies P.1. Explain more about the school members.
4. Have students carry out **Activity 2** in Primary Education Smart Plus Textbook Social Studies P.1 on page 29.
5. Paste the pictures of school members on the board. Then, encourage students to talk about the structure of the school and the relationships of the school members.

6. Divide students into groups. Then, each group carries out a survey by interviewing a school member for his duties in the school. Present the information to the class. Ask students to conclude together about the duties of the school members.
7. Refer to pages 30 and 31 in Primary Education Smart Plus Textbook Social Studies P.1. Explain the rights of the school members.
8. Discuss about exercising rights and performing roles and duties by the school members.
9. Ask students to write their rights as a member in the school in their notebook. Encourage to discuss if they have ever violated the others' rights. Then, choose 1 or 2 students to present to the class.
10. Guide students to make a summary of the roles, duties and rights of the school members.
11. Have students carry out **Practice 3** in Primary Education Smart Plus Textbook Social Studies P.1 on page 32.

7th hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 1 “**Family and School**”.
2. Guide students to summarise the Learning Areas of Unit 1.
3. Have students do **Enrichment Activity** in Primary Education Smart Plus Textbook Social Studies P.1 on pages 33 and 34.

Remark: Special Features: **Rule of Thumb** on page 35; **Young Reporters** on page 35; and **Volunteer for All** on page 36 can be added or carried out as special activities, subject to the teacher's consideration, suitability and time availability.

Emphasised Skills:

1. Analytical thinking skill
2. Observation
3. Self-discipline
4. Speaking and writing skills
5. Sharing ideas/opinions

Learning Materials:

1. Pictures of a small family and a big family
2. Pictures of the structure of a family
3. Pictures of family members
4. Pictures of school members
5. Pictures of the structure of a school
6. Primary Education Smart Plus Textbook Social Studies P.1

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 2 Being Good Members of Family and School

Unit 1 Family and School

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further:

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Feeling after learning this unit:

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Knowledge gained from this unit: ..

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Application of knowledge from this unit on your daily life:

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Unit 1:
Family and School

Contents that you like the most in this unit (give your reason):

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Exercises that you like and want to select as the outstanding work:

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Unit 2 Being Good Children and Good Students

Indicators and learning areas (7 hours)

Indicators	Learning Areas
So2.1 Gr1/1 Tell the benefits and conduct themselves as desirable members of their families and schools.	<ul style="list-style-type: none">• Behaving Ourselves as Good Members of the Family and the School• Benefits of Being Good Members of the Family and the School
So2.1 Gr1/2 Cite examples of their own goodness and that of others and tell the effects from good actions.	<ul style="list-style-type: none">• Personal Talents and Goodness

Learning Objectives

1. Understand the good acceptable behaviours.
2. Understand the benefits of being good members of the family and the school.
3. Understand personal talents and goodness.

Learning Outcomes

1. Practise the good acceptable behaviours.
2. List the benefits of ourselves, the others and the society by doing good deeds.
3. Explain the ability and goodness of each person.
4. Accept and respect the different abilities of each person.

Learning Areas

1. Behaving Ourselves as Good Members of the Family and the School
 - Showing gratitude
 - Obeying parents, teachers and elder relatives
 - Being polite
 - Obeying family and school rules and regulations
 - Cooperating
 - Being generous
 - Being sociable

2. Benefits of Being Good Members of the Family and the School

- Benefit to individual
- Benefit to family
- Benefit to school
- Benefit to society

3. Personal Talents and Goodness

- Personal talents
- Personal goodness
- Benefits of performing good deeds

Teaching and Learning Activities

1st – 3rd (Behaving Ourselves as Good Members of the Family and the School)

1. Choose 1 or 2 students to tell the class how they behave as a good family member. Encourage others to discuss.
2. Show pictures of children of a family behaving properly. Then, encourage students to discuss if the children in the picture behave as good members of the family. How?
3. Ask each student to give examples of how to behave as good members of the family. Write them on the board. Then, conclude the basic elements of behaving as good members of the family and jot them in their notebook.
4. Divide students into groups. Ask each group to make role-play about the good behaviours and the behaviours they should avoid as good members of the school. Discuss.
5. Ask each student to give examples of how a good member of the school should behave. List them on the board. Encourage them to discuss and conclude the basic elements of behaving as good members of the school.
6. Divide students into groups. Ask each group to draw and colour pictures showing the good behaviours of a good member of the school. Then, each group presents it to the class and discuss about that picture.
7. Refer to pages 38 to 41 in Primary Education Smart Plus Textbook Social Studies P.1. Explain more.
8. Ask students to work on **Practice** in Primary Education Smart Plus Textbook Social Studies P.1 on page 42.

4th hour (Benefits of Being Good Members of the Family and the School)

1. Show pictures of a member of a family and a school behaving properly. Discuss the benefits of doing so with the students.
2. Refer to page 43 in Primary Education Smart Plus Textbook Social Studies P.1 and explain more.
3. Guide students to conclude the benefits of being a good member of the family and the school.
4. Ask students to work in pairs. A student tells his partner about the behaviour of a good member of the family and the school, and the partner talks about the benefits from that behaviour.
5. Have students work on **Activity 1** in Primary Education Smart Plus Textbook Social Studies P.1 on page 43.

5th – 6th hours (Personal Talents and Goodness)

1. Randomly choose 2 to 3 students to tell their personal talents or abilities. Then, encourage others to join in.
2. Guide students to understand that each of has certain talents and that should accept the differences and respect each other for this.
3. Show pictures of people doing good deeds. Discuss the good deeds.
4. Divide students into groups. Ask each group to talk about their experiences in doing good deeds. Then, encourage everyone to involve in concluding the characteristics of doing good deeds that can be practised in our daily life and present them to the class.
5. Refer to pages 44 and 45 in Primary Education Smart Plus Textbook Social Studies P.1 and explain more.
6. Get a story about contributions and deeds of people and narrate the story to students. Ask students to identify the results of doing good deeds in that story and encourage them to discuss.
7. Divide students into groups. Ask each group to come up with a conceptual map of the results of doing good deeds and present it to the class.
8. Have students work on **Activity 2** in Primary Education Smart Plus Textbook Social Studies P.1 on page 45 as their homework.

7th hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 2 “**Being Good Children and Good Students**”.
2. Guide students to summarise the Learning Areas of Unit 2.
3. Have students do **Enrichment Activity** in Primary Education Smart Plus Textbook Social Studies P.1 on page 46.

Remark: Special Features: **Rule of Thumb** on page 47; **Young Reporters** on page 47; and **Volunteer for All** on page 48 can be added or carried out as special activities, subject to the teacher’s consideration, suitability and time availability.

Emphasised Skills:

1. Analytical thinking skill
2. Being generous
3. Discipline
4. Speaking and writing skills
5. Sharing ideas/opinions

Learning Materials:

1. Pictures of behaviours of good members of the family and the school
2. Pictures of people doing good deeds
3. A story of people doing good deeds in the society
4. Primary Education Smart Plus Textbook Social Studies P.1

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 2 Being Good Members of Family and School

Unit 2 Being Good Children and Good Students

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further:

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Feeling after learning this unit:

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Knowledge gained from this unit: ..

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Application of knowledge from this unit on your daily life:

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Exercises that you like and want to select as the outstanding work:

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Contents that you like the most in this unit (give your reason):

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Unit 3 Democracy

Indicators and learning areas (6 hours)

Indicators	Learning Areas
So2.2 Gr1/3 Participate in decision-making and take part in family and school activities through democratic processes.	<ul style="list-style-type: none">• Meaning of Democracy• Participation in the Democratic Process

Learning Objectives

1. Understand democracy.
2. Understand participation in the democratic processes.

Learning Outcomes

1. Know the meaning of democracy.
2. participate in the democratic processes in the family and the school.

Learning Areas

1. Meaning of Democracy
2. Participation in the Democratic Process
 - Democracy in the family
 - Democracy in the school

Teaching and Learning Activities

1st – 2nd (Meaning of Democracy)

1. Paste the following word cards on the board. Ask students to give their opinions of their understanding of the words:
 - a. Democracy
 - b. Majority vote
 - c. Vote
2. Guide students to study **Meaning of Democracy** in Primary Education Smart Plus Textbook Social Studies P.1 on page 50. Then, explain more about the meaning of democracy and three words in the word cards.

3. Divide students into groups. Ask each group to search for the meaning of democracy and give examples of situations that accord with the meaning and present it to the class. Then, encourage everyone to discuss the meaning of democracy and conclude it.
4. Paste pictures of the election on the board. Ask students to relate the picture with democracy. Then, guide them to conclude it again.
5. Have students work on **Practice** in Primary Education Smart Plus Textbook Social Studies P.1 on page 50.

3rd – 5th hours (Participation in the Democratic Process)

1. Give examples of situations that involve participation in democratic process such as choosing a holiday destination. Then, ask students to give opinions on the best method to solve the situations.
2. Ask the following questions:
 - a. What are solutions in democratic decision-making situation?
 - b. Should families have democracy? Why? How?
 - c. How do you participate in democratic processes in your family?
3. Discuss about how many participating methods in democratic processes in a family. Then, conclude it.
4. Ask students to write about participating in democratic processes in their family in their notebook. Then, choose 1 or 2 students to tell their stories and the other students to give their opinions on how the stories accord with the democratic process.
5. Guide students to conclude the participation in democratic processes in the family and make them as a conceptual map in their notebook.
6. Show pictures of students participating in democratic processes in the school such as electing a class monitor and electing a student president. Then, ask students to give their opinions according to the following items:
 - a. How do you participate in that activity?
 - b. Which activity accords with the democratic processes?

7. Ask students to give their opinions on how to participate in the democratic processes and conclude it.
8. Ask students to work in pairs and think of the activities that they can participate in democratic processes. Then, choose 1 or 2 students to present to the class. Encourage everyone to join in to conclude this subtopic.
9. Ask students to work on **Activity** in Primary Education Smart Plus Textbook Social Studies P.1 on page 53.
10. Ask students to answer the question posed in **Let's Think!** column in Primary Education Smart Plus Textbook Social Studies P.1 on page 51.

6th hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 3 “**Democracy**”.
2. Guide students to summarise the Learning Areas of Unit 3.
3. Have students do **Enrichment Activity** in Primary Education Smart Plus Textbook Social Studies P.1 on page 53.
4. Encourage students to evaluate themselves by filling in **Evaluation Form** on page 56 in Primary Education Smart Plus Textbook Social Studies P.1.
5. To test students’ understanding of this chapter, ask students to work on **TEST** in Primary Education Smart Plus Textbook Social Studies P.1 on pages 57 to 58.

Remark: Special Features: **Rule of Thumb** on page 54; **Young Reporters** on page 54; and **Volunteer for All** on page 55 can be added or carried out as special activities, subject to the teacher’s consideration, suitability and time availability.

Emphasised Skills:

1. Analytical thinking skill
2. Participating in the democratic processes
3. Speaking and writing skills
4. Sharing ideas/opinions

Learning Materials:

1. Word cards
2. Pictures showing elections
3. Pictures showing participation in democratic processes in the school
4. Primary Education Smart Plus Textbook Social Studies P.1

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 2 Being Good Members of Family and School

Unit 3 Democracy

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further:

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Feeling after learning this unit:

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Knowledge gained from this unit: ..

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Application of knowledge from this unit on your daily life:

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Exercises that you like and want to select as the outstanding work:

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Contents that you like the most in this unit (give your reason):

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Chapter 3 Economy

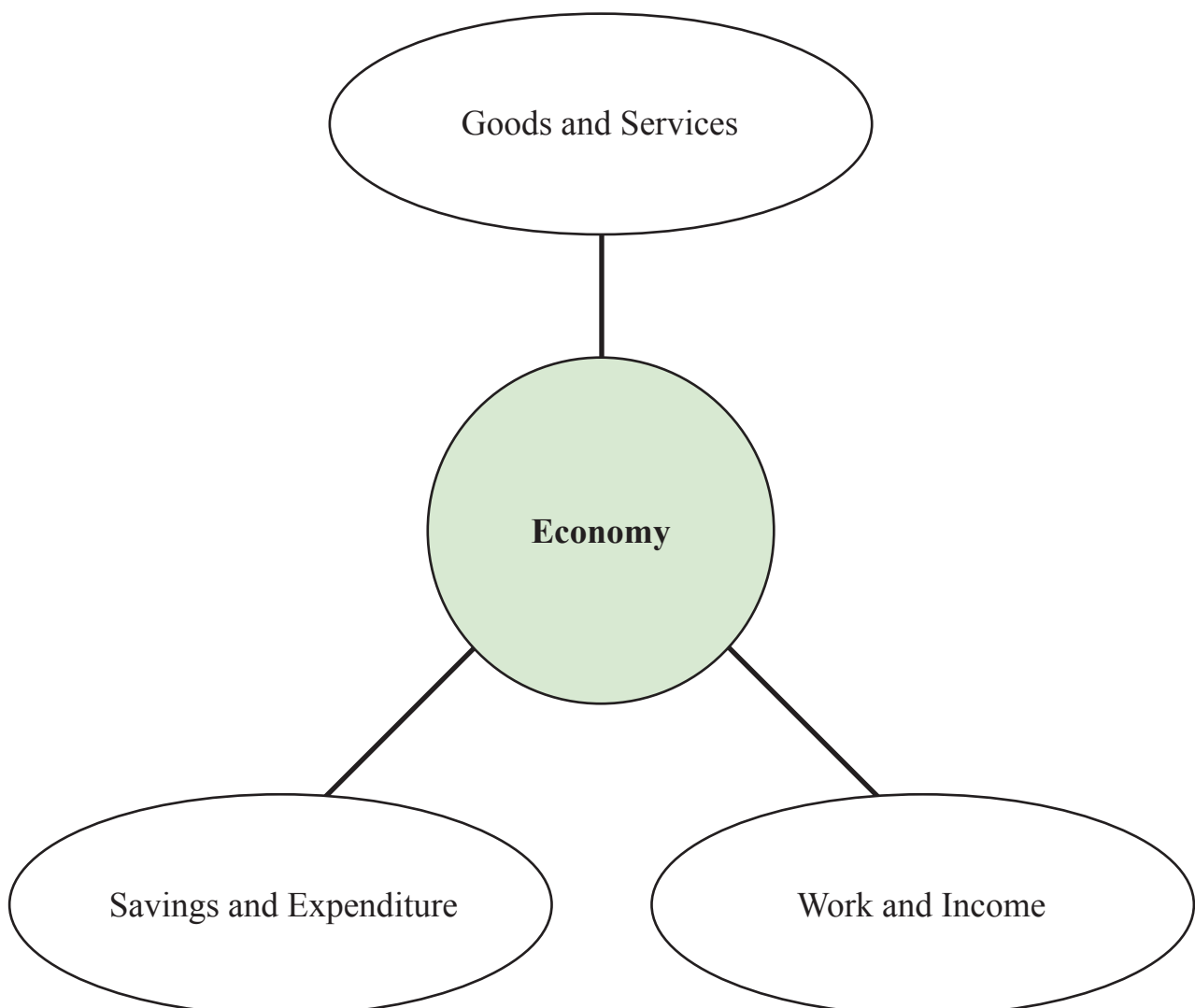
Strand 3: Economics

(20 hours)

Standard So3.1: Understanding and capability of managing resources for production and consumption; efficiency and cost-effective utilisation of limited resources available; and understanding principles of Sufficiency Economy for leading a life of equilibrium

Standard So3.2: Understanding of various economic systems and institutions, economic relations and necessity for economic cooperation in the world community

Conceptual Map



Unit 1 Goods and Services

Indicators and learning areas (6 hours)

Indicators	Learning Areas
So3.1 Gr1/1 Specify the goods and services utilised in daily life.	<ul style="list-style-type: none">• Goods and Services• Goods and Services Used in Daily Life
So3.1 Gr1/3 Cite examples of economical use of resources in daily life.	<ul style="list-style-type: none">• Making Proper Use of Goods and Services

Learning Objectives

1. Understand goods and services
2. Understand proper use of goods and services.

Learning Outcomes

1. Differentiate goods and services.
2. Identify goods and services used in daily life.
3. List ways to use goods and services properly.

Learning Areas

1. Goods and Services
2. Goods and Services Used in Daily Life
3. Making Proper Use of Goods and Services

Teaching and Learning Activities

1st – 2nd hours (Goods and Services)

1. Ask students to refer to the question “What are the goods and services that you use in your daily life?” in Primary Education Smart Plus Textbook Social Studies P.1 on page 60. Ask students to share their views of what goods and services are.
2. Refer to page 61 in Primary Education Smart Plus Textbook Social Studies P.1 and explain these terms.

3. Show pictures of goods and services to students and ask them to identify them as goods and services. Ask them for the features to differentiate goods and services. Ask them too on how they use the goods and services.
4. Group students into four groups. Select a leader and a secretary for each group. Each group has to find the following information from books and internet:
 - a. The meaning of goods and services
 - b. Comparison between goods and services
 - c. Give some examples of goods and services used in daily lifeAsk students to present their findings. Explain more when needed.
5. Ask students to work on **Practice 1** in Primary Education Smart Plus Textbook Social Studies P.1 on page 62.

3rd hour (Goods and Services Used in Daily Life)

1. Randomly pick 2 to 3 students to recall the previous subtopic **Goods and Services**. Explain more when needed.
2. Ask students whether the goods and services that are received without being paid for.
3. Give 4 to 5 situations such as:
 - a. Lunch at school
 - b. Birthday's present
 - c. Go to school by bus
 - d. Your friend gave you story booksThen, ask students to discuss if those goods and services did not need to pay for.
4. Refer to page 63 in Primary Education Smart Plus Textbook Social Studies P.1 for more explanation.
5. Group students into 3 groups. Each group should discuss about the following:
 - a. Goods and services used in daily life
 - b. Goods and services that are received without being paid for
 - c. Goods and services that are received by using moneyThen, ask each group to present their conclusion.

6. Guide students to summarise goods and services used in daily life.
7. Have students carry out **Practice 2** in Primary Education Smart Plus Textbook Social Studies P.1 on page 64 as their homework.

4th – 5th hours (Making Proper Use of Goods and Services)

1. Guide students to recall the previous subtopic.
2. Ask a student to read the text on **Making Proper Use of Goods and Services** in Primary Education Smart Plus Textbook Social Studies P.1 on page 65. Discuss this topic with students.
3. Get students into four groups. Write the table as below on the board and ask them to brainstorm about the “Personal items” and “Non-personal stuff”. Then, ask a representative from each group to present their list to the class.

Topic / Group	Group 1	Group 2	Group 3	Group 4
Personal items				
Non-personal stuff				

Have an open discussion on the methods to take care of things and use them properly and worthily. Give more examples.

4. Ask students on the materials needed to make the goods and provide services. Where do the materials needed to make books and pencils come from? How about the materials for providing a haircut service?
5. Based on the list of personal items and non-personal stuff, ask students to list the materials needed to make or provide them. Most of all the materials needed are from limited resources such as tree, petroleum and metals.
6. Explain limited resources. Ask students what would happen when these materials are exhausted. Ask students to brainstorm on ways to save the resources.
7. Guide students to summarise this subtopic.
8. Have students carry out **Practice 3** in Primary Education Smart Plus Textbook Social Studies P.1 on page 66 as their homework.

6th hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 1 “**Goods and Services**”.
2. Guide students to summarise the Learning Areas of Unit 1.
3. Have students do **Enrichment Activity** in Primary Education Smart Plus Textbook Social Studies P.1 on page 67.

Emphasised Skills:

1. Discipline
2. Curiosity of learning
3. Being sufficient
4. Analytical thinking skill
5. Speaking and writing skills
6. Sharing ideas/opinions

Learning Materials:

1. Pictures of goods and services
2. Primary Education Smart Plus Textbook Social Studies P.1

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 3 Economy

Unit 1 Goods and Services

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further:

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Feeling after learning this unit:

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Knowledge gained from this unit: ..

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Application of knowledge from this unit on your daily life:

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Exercises that you like and want to select as the outstanding work:

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Contents that you like the most in this unit (give your reason):

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Unit 2 Savings and Expenditure

Indicators and learning areas (7 hours)

Indicators	Learning Areas
So3.1 Gr1/2 Cite examples from daily life of spending without exceeding the amount of money available, and appreciate benefits of saving.	<ul style="list-style-type: none">• Savings<ul style="list-style-type: none">- Meaning of savings- Ways to save money- Advantages of having savings• Expenditure<ul style="list-style-type: none">- How to make an expenditure plan- Advantage of limiting overspending- Disadvantage of overspending

Learning Objectives

1. Understand the meaning of savings and expenditure.
2. Understand the way to save money.
3. Understand how to make an expenditure plan.

Learning Outcomes

1. Know the meaning of savings.
2. List the ways to save money.
3. Know the meaning of expenditure.
4. Know how to make an expenditure plan.
5. Know the meaning of overspending.
6. Know the disadvantage of overspending
7. Know the advantage of limiting overspending.

Learning Areas

1. Savings
 - Meaning of savings
 - Ways to save money
 - Advantages of having savings
2. Expenditure
 - How to make an expenditure plan
 - Advantage of limiting overspending
 - Disadvantage of overspending

Teaching and Learning Activities

1st – 3rd hours (Savings)

1. Ask students to refer to the picture in Primary Education Smart Plus Textbook Social Studies P.1 on page 68. Ask them if they have been doing what the girl is doing.
2. Show a piggy bank and a bankbook to students. Ask students these questions:
 - a. Do you have a piggy bank?
 - b. Do you have a bankbook?
 - c. Do you use a piggy bank to save your money or keep your money in a bank?
 - d. What are the advantages of saving money in a piggy bank or in a bank?
3. Ask a volunteer to read the text of **Meaning of savings** and **Ways to save money** in Primary Education Smart Plus Textbook Social Studies P.1 on pages 69 and 70. Explain and give more examples.
4. Ask students to brainstorm the advantages of having savings. Refer to page 70 in Primary Education Smart Plus Textbook Social Studies P.1.
5. Divide students into four groups. Ask each group to make 2 to 3 piggy banks out of any reusable items. They should decorate their piggy banks.
6. Have students carry out **Activity 1** in Primary Education Smart Plus Textbook Social Studies P.1 on page 71 as their homework.
7. Conclude **Meaning of savings, Ways to save money** and **Advantages of having savings**.

4th – 6th hours (Expenditure)

1. Get 2 to 3 students to list what they spent their money on yesterday. Discuss if they have spent their money wisely.
2. Ask a student to read the text of **Expenditure** in Primary Education Smart Plus Textbook Social Studies P.1 on page 72. Explain more and give some examples.
3. Explain the advantages of savings and encourage students to spend wisely and save their money.
4. Refer to page 73 in Primary Education Smart Plus Textbook Social Studies P.1 for the text of **How to make an expenditure plan**. Explain how to make an expenditure plan.
5. Prepare a statement of incomes and expenses shown below on the board:

Date	Item	Income (Baht)	Expense (Baht)	Balance (Baht)
January 1	From Father	50	-	50
	Book	-	15	35
	From Mother	50	-	85
	Colour Pencil	-	25	60

Explain the statement.

6. Choose two students to prepare their statements of incomes and expenses for previous three days on the board. Check if they have written it correctly.
7. Guide students to summarise this subtopic.
8. Have students carry out **Activity 2** in Primary Education Smart Plus Textbook Social Studies P.1 on page 74 as their homework.
9. Ask students to give some examples of how they save their money and how to make an expenditure plan. This is for revision purpose.
10. Randomly pick 2 to 3 students to share their experiences or practices on saving money.
11. Randomly pick 2 to 3 students to share their experiences in spending money. Ask them what happen if they overspend their money. What are the consequences?

12. Get a student to read the text of **Advantage of limiting overspending and Disadvantage of overspending** in Primary Education Smart Plus Textbook Social Studies P.1 on page 75. Explain and give more examples.
13. Divide students into groups to list the advantage of limiting overspending and disadvantage of overspending as a summary. Let a representative of each group present their work in the class. Write a conceptual map on the board.
14. Ask students to do **Activity 3** in Primary Education Smart Plus Textbook Social Studies P.1 on page 75.

7th hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 2 “**Savings and Expenditure**”.
2. Guide students to summarise the Learning Areas of Unit 2.
3. Have students do **Enrichment Activity** in Primary Education Smart Plus Textbook Social Studies P.1 on page 76.

Emphasised Skills:

1. Analytical thinking skill
2. Curiosity of learning
3. Discipline and being sufficient
4. Saving money
5. Being creative
6. Speaking and writing skills
7. Sharing ideas/opinions

Learning Materials:

1. A piggy bank
2. A bankbook
3. A statement of incomes and expenses
4. Primary Education Smart Plus Textbook Social Studies P.1

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 3 Economy

Unit 2 Savings and Expenditure

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further:

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Feeling after learning this unit:

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Knowledge gained from this unit: ..

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Application of knowledge from this unit on your daily life:

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Exercises that you like and want to select as the outstanding work:

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Contents that you like the most in this unit (give your reason):

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Unit 3 Work and Income

Indicators and learning areas (7 hours)

Indicators	Learning Areas
So3.2 Gr1/1 Explain the reasons and necessity for people to be engaged in honest livelihoods.	<ul style="list-style-type: none">• Meaning of Work• Importance of Work<ul style="list-style-type: none">- Why we have to work- Benefits of working- Legal jobs make society peaceful

Learning Objectives

1. Understand what work is.
2. Understand the importance of work.

Learning Outcomes

1. Know the meaning of work.
2. Identify two types of work.
3. Realise the importance of work.

Learning Areas

1. Meaning of Work
2. Importance of Work
 - Why we have to work
 - Benefits of working
 - Legal jobs make society peaceful

Teaching and Learning Activities

1st – 3rd hours (Meaning of Work)

1. Have students look at the picture in Primary Education Smart Plus Textbook Social Studies P.1 on page 77. Ask them to identify the job shown. Then, ask them to describe the job and also other jobs that they know.
2. Have students share their views on **Meaning of Work**. Refer to page 78 in Primary Education Smart Plus Textbook Social Studies P.1 for explanation.
3. Randomly ask a few students of their ambitions and the reasons for it.
4. Ask 2 to 3 students for the occupations of their parents. Some people work for money and others work for love.
5. Get students into groups and ask them to list the work in the table below.

Working for money	Working for love
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

6. Ask students if they help their parents with the housework at home. Discuss if this is correct or not. Then, brainstorm the few methods to help parents at home.
7. Make a summary on this topic.
8. Have students do **Activity** in Primary Education Smart Plus Textbook Social Studies P.1 on page 80 as their homework.

4th – 6th hours (Importance of Work)

1. Ask a student to recall the previous subtopics.
2. Ask students to discuss for the reason to have work. Refer to page 81 in Primary Education Smart Plus Textbook Social Studies P.1 and explain more.
3. Ask students the benefits of working.

4. Get a student to read **Benefits of working** on page 81 in Primary Education Smart Plus Textbook Social Studies P.1.
5. Have students make a conceptual map of benefits of working in their notebook.
6. Read out a news on the good work of policeman in keeping our city peaceful. Discuss how other jobs make our society good.
7. Get a student to read on **Legal jobs make society peaceful** on page 81 in Primary Education Smart Plus Textbook Social Studies P.1. Give some examples.
8. Group students into four groups. Have them list the works that are legal and illegal. Refer to the table below. Any group listing completely and correctly before the other groups will be the winner.

Legal work	Illegal work
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

9. Pose the last question “What do you do if you see someone doing an illegal work?” and let students comment and summarise.
10. Guide students to summarise the subtopic.
11. Ask students to do **Practice** in Primary Education Smart Plus Textbook Social Studies P.1 on page 82.

7th hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 3 “**Work and Income**”.
2. Guide students to summarise the Learning Areas of Unit 3.
3. Have students do **Enrichment Activity** in Primary Education Smart Plus Textbook Social Studies P.1 on page 83.

4. Encourage students to evaluate themselves by filling in **Evaluation Form** on page 86 in Primary Education Smart Plus Textbook Social Studies P.1.
5. To test students' understanding of this chapter, ask students to work on **TEST** in Primary Education Smart Plus Textbook Social Studies P.1 on pages 87 to 88.

Remark: Special Features: **Track My Spending** on page 84; **Market Fair** on page 85; and **Young YouTubers** on page 85 can be added or carried out as special activities, subject to the teacher's consideration, suitability and time availability.

Emphasised Skills:

1. Analytical thinking skill
2. Discipline
3. Observation
4. Speaking and writing skills
5. Sharing ideas/opinions

Learning Materials:

1. News on good work of the police force
2. Primary Education Smart Plus Textbook Social Studies P.1

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 3 Economy

Unit 3 Work and Income

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further:

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Feeling after learning this unit:

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Knowledge gained from this unit: ..

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**Unit 3:
Work and Income**

Application of knowledge from this unit on your daily life:

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Exercises that you like and want to select as the outstanding work:

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Contents that you like the most in this unit (give your reason):

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Chapter 4 History

Strand 4: History

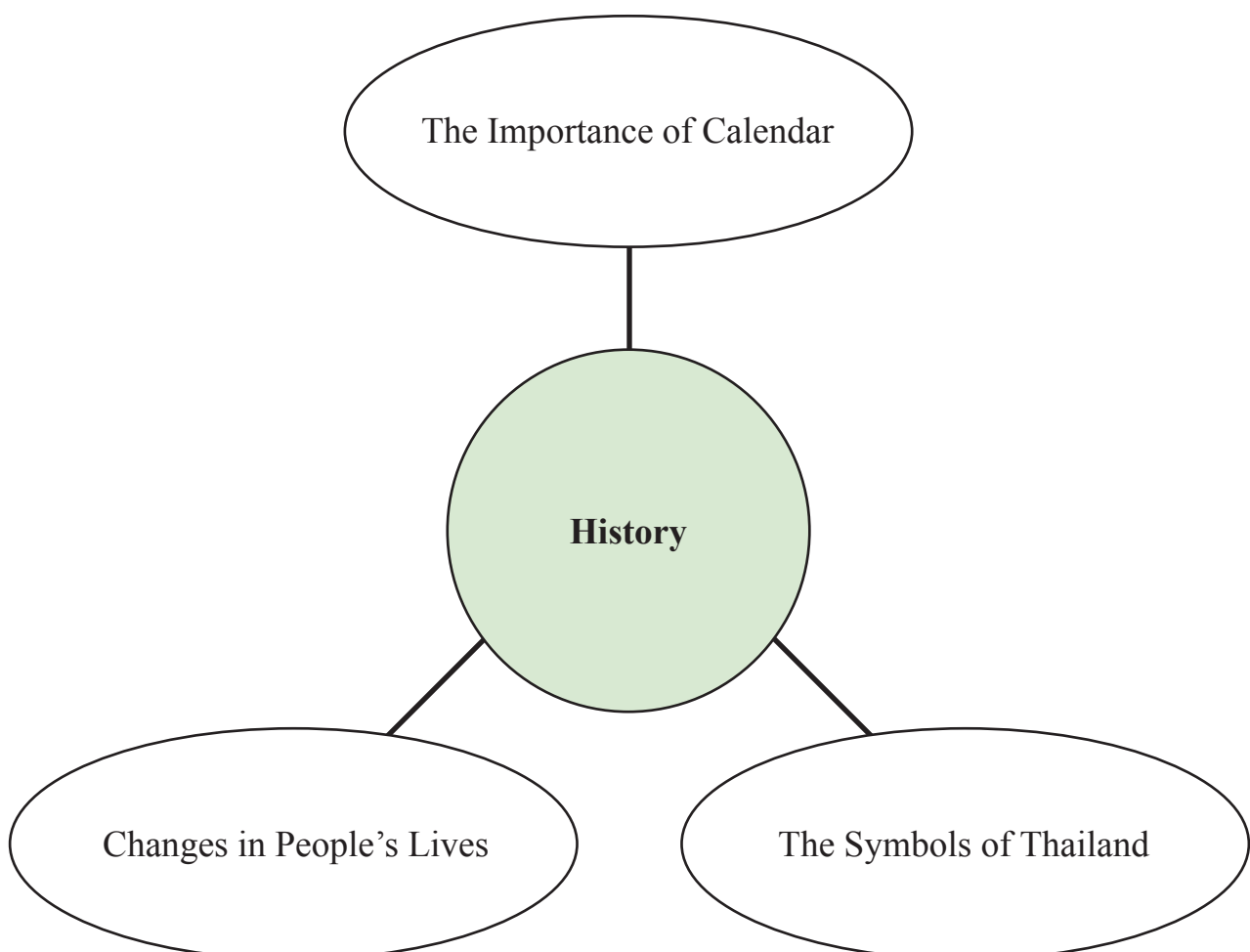
(40 hours)

Standard So4.1: Understanding of the meaning and significance of historical times and periods; and ability to avail of historical methodology for systematic analysis of various events

Standard So4.2: Understanding of development of mankind from the past to the present; realising the importance of relationships and continuous change of events, and ability to analyse their effects

Standard So4.3: Knowledge of historical development of Thailand as a nation and culture; Thai wisdom; cherishing, pride in and preservation of Thai-ness

Conceptual Map



Unit 1 The Importance of Calendar

Indicators and learning areas (15 hours)

Indicators	Learning Areas
So4.1 Gr1/1 Tell the days, months, year and the counting of time period, based on the calendar used in daily life.	<ul style="list-style-type: none">• Calendar<ul style="list-style-type: none">- Solar calendar- Lunar calendar
So4.1 Gr1/2 Make a sequence of events in daily life, based on the day and time of the events.	<ul style="list-style-type: none">• Times of the Day
So4.1 Gr1/3 Tell their own origins and biographical development as well as those of their families by asking those concerned.	<ul style="list-style-type: none">• The Background of Ourselves and Our Family

Learning Objectives

1. Know how to tell the days, months, year and the counting of time period, based on the calendar used in daily life.
2. Know times of the day that are used to make a sequence of events in daily life.
3. Study the students' backgrounds and their own families.

Learning Outcomes

1. Tell the days, months, year and the counting of time period, based on the calendar used in daily life.
2. Make a sequence of events in daily life, based on the day and time of the events.
3. Tell their own origins and biographical development as well as those of their families by asking those concerned.

Learning Areas

1. Calendar
 - Solar calendar
 - Lunar calendar
2. Times of the Day
3. The Background of Ourselves and Our Family

Teaching and Learning Activities

1st– 6th hours (Words Related to Times)

1. Ask students the question: What is the meaning of a calendar? Refer to page 90 in Primary Education Smart Plus Textbook Social Studies P.1.
2. Explain **Calendar** on page 91 in Primary Education Smart Plus Textbook Social Studies P.1 to students.
3. Show students a real calendar. Then, explain it.
4. Ask students to draw the calendar of their birth month in their notebook and draw a little cake or a present on their birthday.
5. Ask students to summarise the topic they have learnt previously.
6. Explain **Solar calendar** in Primary Education Smart Plus Textbook Social Studies P.1 on page 92 to students.
7. Ask students to read **Let's Know More!** in Primary Education Smart Plus Textbook Social Studies P.1 on page 92.
8. Have students write down 12 months of a year in English in their notebook and translate each month into Thai. Then, ask students to write the total number of days of each month.
9. Guide students to summarise seven days and 12 months.
10. Ask students to bring a calendar to the class. Let them write down what they plan to do in the future on the calendar.
11. Explain **Lunar calendar** in Primary Education Smart Plus Textbook Social Studies P.1 on pages 92 and 93 to students.
12. Play a clip about phases of the Moon for better understanding of this subtopic.

13. Discuss the phases of the Moon in the clip with students.
14. Divide students into 12 groups according to 12 months of a year. Ask each group to make a calendar by following the steps below:
 - a. Cut a grey back duplex board according to the size determined by the teacher.
 - b. Draw the calendar of the designated month on the grey back duplex board.
 - c. Write and draw all details on the calendar. Students can take the calendar shown on page 91 in Primary Education Smart Plus Textbook Social Studies P.1 as an example.
 - d. Colour and decorate the calendar.
15. Let two volunteers from each group present their calendar to the class.
16. Gather students' calendars, arrange them from the first month to the last month and bind them together with loose leaf rings. Then, place the calendar at where students in the room can see.
17. Ask students to answer the question in **Let's Think!** on page 93 in Primary Education Smart Plus Textbook Social Studies P.1 by writing it down in their notebook as their homework.

7th – 8th hours (Times of the Day)

1. Ask students to read **Times of the Day** on pages 93 and 94 in Primary Education Smart Plus Textbook Social Studies P.1.
2. Explain this topic to students.
3. Give students some examples of events that contain words related to times. Ask students to listen to the examples carefully and let them tell the words related to times mentioned in each example.
4. Ask students to work in pairs. Let them tell each other about their daily routine. Then, write down their pair's routine in their notebook and underline the words related to times.
5. Make a summary on Times of the Day.
6. Ask students to work on **Activity** on page 97 in Primary Education Smart Plus Textbook Social Studies P.1.

9th – 14th hours (The Background of Ourselves and Our Family)

1. Ask students the question: What is your family's hometown? Refer to page 90 in Primary Education Smart Plus Textbook Social Studies P.1.
2. Ask students to read **The Background of Ourselves and Our Family** in Primary Education Smart Plus Textbook Social Studies P.1 on page 94.
3. Ask students to write down their profile in their notebook. Refer to page 95 in Primary Education Smart Plus Textbook Social Studies P.1 for example.
4. Ask students to carry out the activity in **Let's Think!** in Primary Education Smart Plus Textbook Social Studies P.1 on page 95.
5. Have students draw the picture of their family on a paper and colour it.
6. Ask students to inquire their family members about the background of their family as their homework. For example,
 - Their grandparents' names
 - The place where their grandparents lived before
 - Their grandparents' occupations in the past
 - The place where their relatives live
 - The place where their parents were born
 - Their parents' occupations
7. Select some volunteers to read aloud their homework in the class.
8. Ask students to create a photo book about the background of their family by using the information that they have inquired their family members.
9. Ask students to present their photo book to the class.
10. Ask students to write down one thing about their family that they are proud of the most in their notebook.
11. Divide students into 4 to 5 groups. Let them discuss the benefits of knowing the background of themselves and their family.
12. Let each group create a conceptual map about the benefits of knowing the background of themselves and their family on a paper.
13. Make a summary on The Background of Ourselves and Our Family.

15th hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 1 “**The Importance of Calendar**”.
2. Guide students to summarise the Learning Areas of Unit 1.
3. Ask students to do **Practice** in Primary Education Smart Plus Textbook Social Studies P.1 on pages 96 and 97.

Emphasised Skills

1. Analytical thinking skill
2. Curiosity of learning
3. Self-discipline
4. Speaking and writing skills
5. Sharing ideas/opinions

Learning Materials

1. A calendar
2. A clip about phases of the Moon
3. Scissors
4. Grey back duplex boards
5. Loose leaf rings
6. Glue
7. Primary Education Smart Plus Textbook Social Studies P.1

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 4 History

Unit 1 The Importance of Calendar

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further:

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Feeling after learning this unit:

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Knowledge gained from this unit: ..

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**Unit 1:
The Importance
of Calendar**

Application of knowledge from this unit on your daily life:

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Exercises that you like and want to select as the outstanding work:

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Contents that you like the most in this unit (give your reason):

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Unit 2 Changes in People's Lives

Indicators and learning areas (9 hours)

Indicators	Learning Areas
So4.2 Gr1/1 Tell the changes in environmental conditions, objects, utensils and lifestyles between their own time and the times of their parents and grandparents.	• Changes in People's Lives
So4.2 Gr1/2 Tell events of the past affecting themselves at present.	• Important Events Occurred in the Family - Events in the past affect the present

Learning Objectives

1. Explain changes in environmental conditions, objects, utensils and lifestyles between their own time and the times of their parents and grandparents.
2. Analyse the causes of changes.
3. Be aware of the effects of changes on the environment.
4. Know important events that occurred in their family.
5. Know events of the past affecting themselves at present.

Learning Outcomes

1. Tell the changes in environmental conditions, objects, utensils and lifestyles between their own time and the times of their parents and grandparents.
2. Tell events of the past affecting themselves at present.

Learning Areas

1. Changes in People's Lives
2. Important Events Occurred in the Family
 - Events in the past affect the present

Teaching and Learning Activities

1st– 4th hours (Changes in People's Lives)

1. Ask students to read texts above the pictures on page 99 in Primary Education Smart Plus Textbook Social Studies P.1. Then, explain more.
2. Explain the changes in residence, transport, vehicle, toys, agriculture and communication by referring to the pictures on pages 99 and 100 in Primary Education Smart Plus Textbook Social Studies P.1.
3. Ask students to give some other examples that are not mentioned in the textbook. Then, write down each example in their notebook.
4. Ask students to read the texts under the pictures on page 100 in Primary Education Smart Plus Textbook Social Studies P.1. Explain more.
5. Ask students to survey household appliances in the olden days found in their house as their homework, take pictures of those household appliances, paste the pictures in their notebook, write down what those household appliances are and describe how to use them.
6. Choose some volunteers to read aloud their homework. Explain more about what students read.
7. Divide students into groups. Let them discuss the question: What are the differences between the ways of life in the past and the present? in Primary Education Smart Plus Textbook Social Studies P.1 on page 98.
8. Let students write down the differences as a conceptual map on a paper and present it to the class.
9. Ask students to do **Activity** on page 104 in Primary Education Smart Plus Textbook Social Studies P.1.
10. Ask students to inquire their parents about “What are the causes and effects of the development of your province?” in **Let's Think!** on page 101 in Primary Education Smart Plus Textbook Social Studies P.1 and write the causes and effects down in their notebook as their homework.
11. Choose some volunteers to read aloud their homework. Let students in the class share their opinions on it.
12. Guide students to summarise this topic.

5th – 6th hours (Important Events Occurred in the Family)

1. Ask students to read **Important Events Occurred in the Family** on page 101 in Primary Education Smart Plus Textbook Social Studies P.1. Explain more.
2. Ask students to give some other examples of important events occurred in the family that are not mentioned in the textbook. Then, write down each example in their notebook.
3. Ask students to write down the important events that occurred in their family in the past few months in their notebook.
4. Have students draw a picture of the important event occurred in their family on a paper and write down the description as their homework.
5. Have students present their picture to the class.
6. Make a summary on Important Events Occurred in the Family.
7. Tell students the following situations:
 - Your family and you have to move to a new house.
 - You have to move to a new school.
 - Your father has to move to work in another province.
 - Your grandmother passed away.Ask students the questions: If the situations above happened in their family, what would happen next? How would they adapt themselves to the changes? Let students write down the answers in their notebook.
8. Ask students to do **Practice 1** on page 101 in Primary Education Smart Plus Textbook Social Studies P.1.

7th– 8th hours (Events in the past affect the present)

1. Explain students **Events in the past affect the present** in Primary Education Smart Plus Textbook Social Studies P.1 on page 102.
2. Ask students to give some other examples that are not mentioned in the textbook. Then, write down each example in their notebook.
3. Show students a picture of students running around in the canteen. Let students guess what would happen next.
4. Ask students to recall what they did last weekend and how the things they did affect them at present. Let them write it down in their notebook.

5. Choose some volunteers to read aloud what they did last weekend and its effects.
6. Ask students to draw a picture of their dream job on a paper and list down the things they should do to pursue their dream job.
7. Make a summary on Events in the past affect the present.

9th hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 2 “**Changes in People’s Lives**”.
2. Guide students to summarise the Learning Areas of Unit 2.
3. Ask students to do **Practice 2** on page 103 in Primary Education Smart Plus Textbook Social Studies P.1.

Emphasised Skills

1. Analytical thinking skill
2. Curiosity of learning
3. Self-discipline
4. Speaking and writing skills
5. Sharing ideas/opinions

Learning Materials

1. A picture of students running around in the canteen
2. Primary Education Smart Plus Textbook Social Studies P.1

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 4 History

Unit 2 Changes in People's Lives

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further:

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Feeling after learning this unit:

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Knowledge gained from this unit: ..

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Application of knowledge from this unit on your daily life:

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Exercises that you like and want to select as the outstanding work:

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Contents that you like the most in this unit (give your reason):

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Unit 3 The Symbols of Thailand

Indicators and learning areas (10 hours)

Indicators	Learning Areas
So4.3 Gr1/1 Explain the meaning and significance of important symbols of the Thai nation and conduct themselves correctly.	<ul style="list-style-type: none">• Important Symbols of Thailand<ul style="list-style-type: none">- National flag of Thailand- Thai national anthem- Thai language and alphabets- Thai manners
So4.3 Gr1/2 Tell important places that are cultural resources in the community. So4.3 Gr1/3 Specify what they cherish and are proud of in the local area.	<ul style="list-style-type: none">• Cultural Sites in Community

Learning Objectives

1. Know the meaning and significance of important symbols of the Thai nation.
2. Know the importance of cultural resources in the community.
3. Cite examples of cultural resources in their community.
4. Be proud of the cultural resources in their community.

Learning Outcomes

1. Explain the meaning and significance of important symbols of the Thai nation and conduct themselves correctly.
2. Tell important places that are cultural resources in the community.
3. Specify what they cherish and are proud of in the local area.

Learning Areas

1. Important Symbols of Thailand
 - National flag of Thailand
 - Thai national anthem
 - Thai language and alphabets
 - Thai manners
2. Cultural Sites in Community

Teaching and Learning Activities

1st – 5th hours (Important Symbols of Thailand)

1. Ask students to read **National flag of Thailand** and **Thai national anthem** on page 106 in Primary Education Smart Plus Textbook Social Studies P.1. Explain more.
2. Ask students the question: Apart from schools, where else can we see Thailand's national flag? Let students write their answers in their notebook.
3. Ask students to draw our national flag in their notebook and colour the picture.
4. Have students sing the Thai national anthem and write the lyrics of the Thai national anthem in their notebook.
5. Ask students to search for the activities or the events that they can see Thailand's national flags, for example, an international sport tournament where Thailand's national flags are used to cheer for the athletes. Let students paste the picture on a paper and describe it as their homework.
6. Choose some volunteers to present their homework to the class.
7. Ask students to read **Thai language and alphabets** on page 107 in Primary Education Smart Plus Textbook Social Studies P.1. Explain more.
8. Ask students to read **Thai manners** on pages 107 to 110 in Primary Education Smart Plus Textbook Social Studies P.1. Explain more.
9. Divide students into 4 to 5 groups. Ask them to search for the other important symbols of Thailand. Then, discuss with the other groups about the other important symbols of Thailand that each group has searched. Let students conclude the results of discussion by writing it down in their notebook.
10. Ask students to draw the important symbol of Thailand that they are proud of the most on a paper, colour the picture and write down a short caption.
11. Gather students' works to make a photo book. Then place the photo book at where students can see.
12. Ask students to search for how to conduct themselves correctly when they hear the Thai national anthem and the Thai royal anthem. Ask them to write it down in their notebook.
13. Play the Thai royal anthem and have students sing to it.
14. Make a summary on Important Symbols of Thailand.

6th – 9th hours (Cultural Sites in Community)

1. Explain **Cultural Sites in Community** in Primary Education Smart Plus Textbook Social Studies P.1 on page 110 to students.
2. Give students a few examples of cultural sites in community. Then, ask them to jot the examples down in their notebook.
3. Ask students to do **Practice** in Primary Education Smart Plus Textbook Social Studies P.1 on page 111.
4. Ask students to work on **Activity** in Primary Education Smart Plus Textbook Social Studies P.1 on page 111 as their homework.
5. Take students to a cultural site in the community near the school.
6. After coming back from the field trip, ask students how they felt while being at the cultural site.
7. Let students write down the information they gained during the field trip in their notebook.
8. Ask students to write down the following questions in their notebook and answer the questions.
 - What is the name of the cultural site?
 - What is the type of the cultural site? (temple, church, mosque, market, museum, historic site, etc.)
 - How is the cultural site important to the community?
9. Ask students to draw a cultural site situated in their community, colour the picture and describe it by using the questions above as guidelines to write the description.
10. Make a summary on Cultural Sites in Community.

10th hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 3 “**The Symbols of Thailand**”.
2. Guide students to summarise the Learning Areas of Unit 3.
3. Encourage students to evaluate themselves by filling in **Evaluation Form** on page 114 in Primary Education Smart Plus Textbook Social Studies P.1.
4. To test students’ understanding of this chapter, ask students to work on **TEST** in Primary Education Smart Plus Textbook Social Studies P.1 on pages 115 and 116.

6 hours (Projects)

1st – 2nd hours (Little Historians)

1. Ask students to study the causes and effects of the change of their hometown.
2. Divide students into groups of 4 to 5 students.
3. Help students determine the topic.
4. Ask students to collect data from various types of sources, for instance, they can search for data and evidence on the internet or from a library or interview with people in their hometown.
5. Ask students to examine and analyse the collected data whether it is reliable or not. Then, ask them to summarise the data.
6. Have students fill out the information in the checklist column in Primary Education Smart Plus Textbook Social Studies P.1 on page 112.
7. Have each group present their research in class.

3rd - 4th hours (Little Gallery)

1. Take students to an exhibition or have them watch a video about exhibition organisation.
2. Explain that exhibition can be divided according to sizes, objectives and steps of exhibition organisation.

Exhibition can be divided into three sizes which are as follows:

1. **Display** is suitable for presentation with 1 to 3 topics and requires a small space. It can be decorated with only 1 to 2 signs or showcases some items on a table for example, new books displayed on a table at a book fair. It can be merchandising displays, window displays in front of a boutique, education display about the important days held in a classroom, interior display organised in a department store, etc.
2. **Exhibition** contains many topics and objectives. It is usually held at a spacious area for example, educational exhibition, gems and jewelry fair, art exhibition, furniture exhibition, singing contest, performances on stage, quiz contest, storytelling, etc.

3. **Exposition** showcases national or international items or products for example, Pacific Orchid Expo, Global Industrial Expo, Global Agricultural Expo, etc.

The following are objectives of the exhibition:

1. **Educational exhibition** is held to educate audiences and motivate them to acknowledge advancement in education displayed at exhibitions. It also develops audiences' attitudes and visions, provides them a better understanding and enables them to apply knowledge gained from exhibitions to their education and daily life. The examples of educational exhibition include International Horticultural Exposition, exhibition held at school, etc.
2. **Merchandising exhibition** is held to provide audiences knowledge and also recommend products aiming for sales promotion.
3. Divide students into groups of 5 to 6 persons or more. Ask them to create displays about Thai identity, referring to **Little Gallery** on page 113 in Primary Education Smart Plus Textbook Social Studies P.1. Then gather each group's displays to hold an exhibition. Tell students that they can choose an objective by themselves.

Remark: This activity takes two hours for students to plan. After that, ask students to carry on creating their displays and begin to hold an exhibition before school break.

Explain the steps of holding an exhibition to students.

1. **Planning**
 - Determine the topic.
 - Set an objective.

2. Preparation

- Collect data from various types of sources.
- Choose the place where the exhibition will be held.
- Determine activities for audiences to attend.
- Make an exhibition map.
- Design fonts for the name of exhibition and a logo.
- Find materials.
- Decorate the exhibition.

3. Public relations (To inform when and where the exhibition will be held.)

4. Presentation

- Opening ceremony
- Run the activities.

5. Evaluation

- Observe audiences' behaviours.
- Distribute a questionnaire to each audience.

4. Ask students to paste a photo of the exhibition on page 113 in Primary Education Smart Plus Textbook Social Studies P.1.

5th - 6th hours (Little Guide)

1. Refer to **Little Guide** on page 113 in Primary Education Smart Plus Textbook Social Studies P.1. Let each group present their displays, processes of the exhibition organisation from the beginning to the end, their responsibilities in organising exhibition and experience they gained from the Little Gallery activity in the class. Tell students to make their presentation more interesting by acting like a guide. Then, ask them to express how they felt during the presentation by writing it down in Primary Education Smart Plus Textbook Social Studies P.1 on page 113.

Emphasised Skills

1. Analytical thinking skill
2. Curiosity of learning
3. Self-discipline
4. Speaking and writing skills
5. Sharing ideas/opinions

Learning Materials

1. A binding bar for the photo book
2. A video about holding an exhibition
3. Primary Education Smart Plus Textbook Social Studies P.1

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 4 History

Unit 3 The Symbols of Thailand

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further:

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Feeling after learning this unit:

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Knowledge gained from this unit: ..

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Application of knowledge from this unit on your daily life:

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Exercises that you like and want to select as the outstanding work:

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Contents that you like the most in this unit (give your reason):

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Chapter 5 Things Around Us

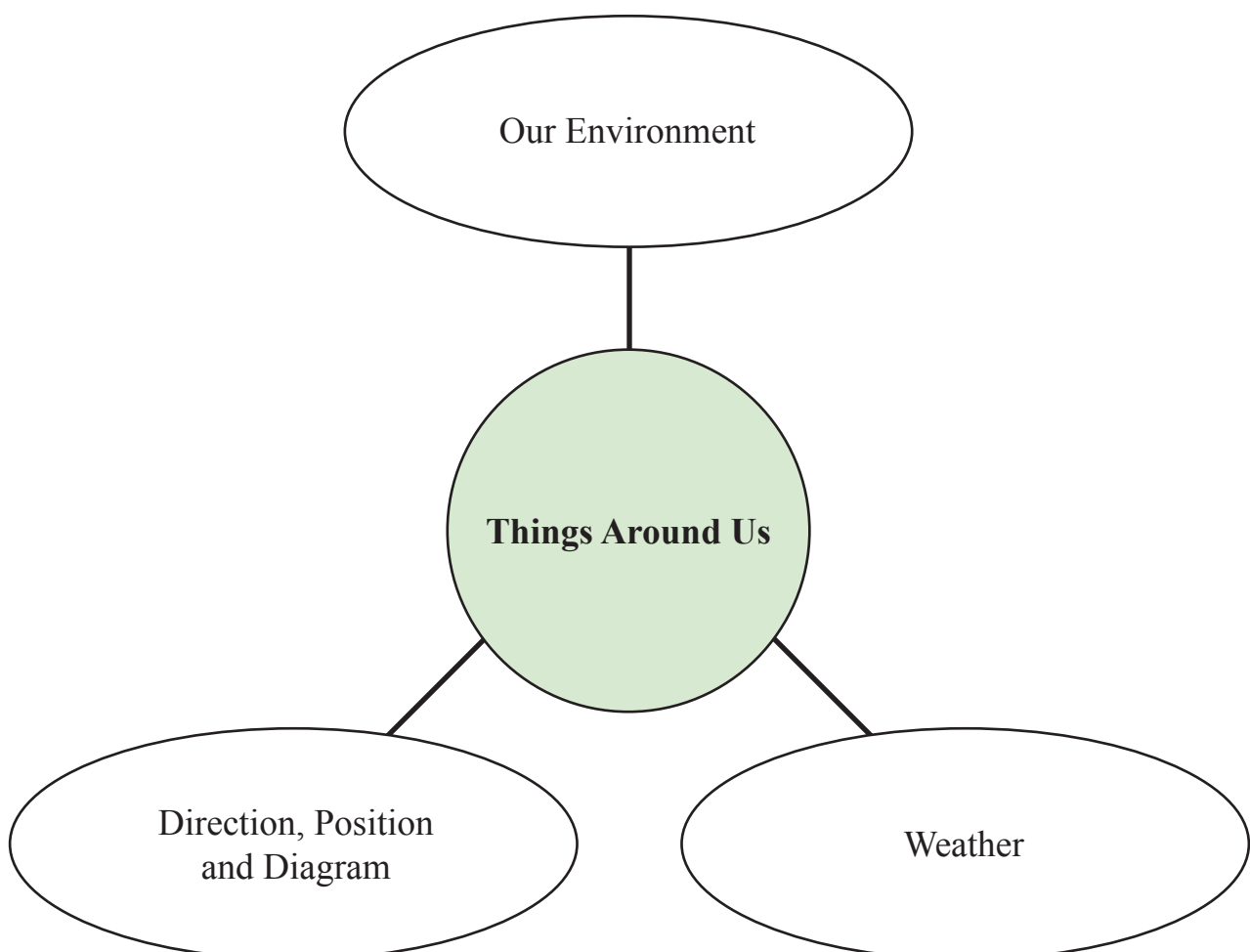
Strand 5: Geography

(20 hours)

Standard So5.1: Understanding of physical characteristics of the Earth and relationship of various things in the natural system which affect one another; utilisation of maps and geographical instruments for searching, analysis, conclusion and efficient utilisation of geo-data and information

Standard So5.2: Understanding of interrelationship between man and physical environment leading to cultural creativity; awareness of and participation in conservation of resources and the environment for sustainable development

Conceptual Map



Unit 1 Our Environment

Indicators and learning areas (4 hours)

Indicators	Learning Areas
So5.1 Gr1/1 Differentiate various things in the surroundings, both natural and man-made.	<ul style="list-style-type: none">• Meaning of Environment• Types of Environments
So5.2 Gr1/3 Participate in organising environmental order at home and in the classroom.	<ul style="list-style-type: none">• Taking Care of the Home and School Environments

Learning Objectives

1. Understand the meaning of environment.
2. Understand how to take care of environments.

Learning Outcomes

1. Know the components of environment.
2. List the things inside and outside our house.
3. List the types of environments.
4. Know the ways to keep our environment.

Learning Areas

1. Meaning of Environment
2. Types of Environments
3. Taking Care of the Home and School Environments

Teaching and Learning Activities

1st hour (Meaning of Environment)

1. Ask every student to name a different thing around them. Write them on the board and let students classify them as inside and outside the classroom. Explain to them that the things around them are known as the environment.
2. Ask each student to give more examples of environment besides in no.1. Give more examples besides of students.
3. Refer to page 119 in Primary Education Smart Plus Textbook Social Studies P.1. We can have things inside and outside the house. Conclude them as a conceptual map in their notebook.
4. Have students work on **Activity 1** in Primary Education Smart Plus Textbook Social Studies P.1 on page 120.

2nd hour (Types of Environments)

1. Ask a student to recall the meaning of environment.
2. Show pictures of various environments to students. Then, encourage them to discuss if the environments shown are natural environments or man-made environments.
3. Draw a table to classify the two types of environments on the board. Then, ask students to give examples for each type of environment and you list it in the table.
4. Have students study **Types of Environments** on pages 121 to 122 in Primary Education Smart Plus Textbook Social Studies P.1, and explain more.
5. Ask students to discuss the column **Let's Think!** in Primary Education Smart Plus Textbook Social Studies P.1 on page 122.
6. Have students work on **Practice** in Primary Education Smart Plus Textbook Social Studies P.1 on page 123.
7. Ask students to carry out Question 1 in **Activity 2** in Primary Education Smart Plus Textbook Social Studies P.1 on page 122 as their homework.
8. Encourage students to discuss their homework in no.7.
9. Divide students into groups to do Question 2 in **Activity 2** in Primary Education Smart Plus Textbook Social Studies P.1 on page 122. Let a representative of each group present their work in the class. Conclude it.

3rd hour (Taking Care of the Home and School Environments)

1. Show pictures of a dirty and untidy house and a clean and tidy house. Then, ask the following questions:
 - a. Which house do you want to stay in? Why?
 - b. If you want your house to be always clean and tidy, what should you do?
2. Ask each student to give an example of how to behave in order to keep the environment of the house clean and tidy. Then, write them on the board and encourage everyone to analyse the best practical ways to keep and maintain the environment of the house.
3. Ask a student to read **Taking Care of the Home and School Environments** in Primary Education Smart Plus Textbook Social Studies P.1 on page 124. Explain more.
4. Divide students into groups. Each group has to give ideas to the question posed in **Let's Think!** column in Primary Education Smart Plus Textbook Social Studies P.1 on page 124. Then, the representative of each group presents it to the class. Summarise the best and effective ways to take care of the environment in the school.

4th (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 1 “**Our Environment**”.
2. Guide students to summarise the Learning Areas of Unit 1.
3. Have students work on **Enrichment Activity** in Primary Education Smart Plus Textbook Social Studies P.1 on page 125.

Remark: Special Features: **Let's Take a Tour** on page 126; **Finding Hidden Treasure** on page 127; and **Weather Reporters** on page 127 can be added or carried out as special activities, subject to the teacher's consideration, suitability and time availability.

Emphasised Skills:

1. Analytical thinking skill
2. Curiosity of learning
3. Self-discipline
4. Speaking and writing skills
5. Sharing ideas/opinions

Learning Materials:

1. Pictures of the things inside and outside a house or school
2. Pictures of a clean house and a dirty house
3. Primary Education Smart Plus Textbook Social Studies P.1

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 5 Things Around Us

Unit 1 Our Environment

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further:

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Feeling after learning this unit:

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Knowledge gained from this unit: ..

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**Unit 1:
Our Environment**

Application of knowledge from this unit on your daily life:

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Exercises that you like and want to select as the outstanding work:

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Contents that you like the most in this unit (give your reason):

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Unit 2 Direction, Position and Diagram

Indicators and learning areas (9 hours)

Indicators	Learning Areas
So5.1 Gr1/2 Specify relationships of position, distance and direction of various things in the surroundings.	• Distances and Directions of Things Around Us
So5.1 Gr1/3 Specify the main directions and positions of various things.	• Position, Distance and Direction
So5.1 Gr1/4 Use simple diagrams to show positions of various things in the classroom.	• Diagram

Learning Objectives

1. Understand directions, positions and distances.
2. Understand diagrams.

Learning Outcomes

1. Know the meaning of position, distance and direction.
2. Can relate the distances and directions of things around us.
3. Can read a diagram.
4. Know the benefits of diagram.

Learning Areas

1. Position, Distance and Direction
2. Distances and Directions of Things Around Us
3. Diagram

Teaching and Learning Activities

1st – 4th hours (Position, Distance and Direction)

1. Ask students for the locations of their house. Choose a few to answer. Write their answers on the board and underline the words that describe position. Encourage students to discuss those words.
2. Show pictures of places or refer to the picture on page 129 in Primary Education Smart Plus Textbook Social Studies P.1. Encourage students to describe the position of things in the pictures using proper words.
3. Explain and conclude the meaning of position and the words used to describe positions.
4. Have students carry out **Practice 1** in Primary Education Smart Plus Textbook Social Studies P.1 on page 132.
5. Ask each student to make five sentences using words to describe positions of thing as their homework.
6. Group students into groups of three. They should discuss about the distances of their house from the school. Then, ask them these questions:
 - a. Whose house is the nearest to the school?
 - b. Whose house is the farthest from the school?Write the answers on the board and underline the words describing distance. Then, encourage students to talk about the words describing distance of things and conclude it as a conceptual map on their notebook.
7. Ask students to describe the distances between some places and the school such as their house, the market and the hospital by using proper words. Ask the following questions:
 - a. How many methods can you use to know the distance from your house to the school?
 - b. If you want to know a certain distance, what should you do?After answering the questions, ask students to join in to discuss the answers and you explain more.
8. Bring the measuring tools or pictures of the measuring tools to show to students. Ask students to name and explain the ways to use them. Then, guide students to conclude it and you explain more. Each student sums up as a conceptual map on their notebook.

9. Guide students to use the measuring tools to measure some distances in the classroom such as the distance between student's desk and the teacher's desk.
10. Ask the following question: If you don't have any measuring tools, how do you measure distances? Have an open discussion.
11. Encourage students to share their opinions on the text in the **Let's Know More!** column in Primary Education Smart Plus Textbook Social Studies P.1 on page 130. Explain. Guide students to conclude this as a conceptual map in their notebook.
12. Ask students to measure distances in the classroom using their body parts such as the distance between student's desk and the teacher's desk.
13. Have students carry out Question 1 in **Activity 1** in Primary Education Smart Plus Textbook Social Studies P.1 on page 133.
14. Ask students to observe the sunrise and sunset. Then, discuss the directions of the Sun during sunrise and sunset. Conclude it.
15. Show the picture in Primary Education Smart Plus Textbook Social Studies P.1 on page 131. Explain the directions shown. Ask students to try to find the directions by themselves using the same method in the picture.
16. Guide students to conclude that there are four main directions which are the north, south, east and west.
17. Show a compass to students and explain how to use it. Get students to use the compass to find locations of things in the school.
18. Divide students into groups to carry out Question 2 in **Activity 1** in Primary Education Smart Plus Textbook Social Studies P.1 on page 133. Then, ask each group to fill in the table below and conclude it.

Direction	Things located in this direction
The east	
The west	
The north	
The south	

19. Guide students to join to conclude the contents of Position, Distance and Direction.

5th – 6th hours (Distances and Directions of Things Around Us)

1. Recall the contents of position, distance and direction with students.
2. Encourage students to talk about the position, distance and direction of things around their house and analyse the relationships between them.
3. Show students the picture in Primary Education Smart Plus Textbook Social Studies P.1 on page 134. Ask them the position, distance and direction of places or things in the picture. Then, conclude it.
4. Encourage students to discuss about the relationships between the position, distance and direction of things around them. Explain more when needed.
5. Ask students to do **Practice 2** in Primary Education Smart Plus Textbook Social Studies P.1 on page 135.
6. Divide students into groups. Each group draws and paints things around them in the school. Then, each group concludes the relationships between the position, distance and direction briefly and presents it to the class.

7th – 8th (Diagram)

1. Ask students if they know the directions and the distances of things from them in the classroom.
2. Attach an easy diagram on the board and ask the following questions:
 - a. Have you ever seen a diagram? If yes, describe one.
 - b. What is a diagram?
 - c. What are the benefits of a diagram?
3. Ask students to study **Diagram** in Primary Education Smart Plus Textbook Social Studies P.1 on pages 136 to 137. Then, ask students these questions:
 - a. What is a diagram?
 - b. What are the characteristics of a diagram?
 - c. What is the meaning of the symbols in a diagram?
 - d. How do you know the direction of the things in the diagram?
 - e. What are the benefits of a diagram?
 - f. Do you think the diagram of a bedroom and the diagram of a classroom are different or similar? How?

4. Divide students into groups. Each group draws an easy diagram of the classroom. Then, discuss and compare their diagram with the diagram in Primary Education Smart Plus Textbook Social Studies P.1 on page 136. Each group records it in their notebook and presents it to the class.
5. Guide students to conclude the knowledge about the diagram and you explain more.
6. Have students do **Activity 2** in Primary Education Smart Plus Textbook Social Studies P.1 on page 137 as their homework.

9th (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 2 “**Direction, Position and Diagram**”.
2. Guide students to summarise the Learning Areas of Unit 2.
3. Have students do **Enrichment Activity** in Primary Education Smart Plus Textbook Social Studies P.1 on page 138.

Remark: Special Features: **Let’s Take a Tour** on page 139; **Finding Hidden Treasure** on page 140; and **Weather Reporters** on page 140 can be added or carried out as special activities, subject to the teacher’s consideration, suitability and time availability.

Emphasised Skills:

1. Analytical thinking skill
2. Observation
3. Curiosity of learning
4. Speaking and writing skills
5. Sharing ideas/opinions

Learning Materials:

1. Pictures of various places
2. Measuring tools
3. Compass
4. An easy diagram
5. Primary Education Smart Plus Textbook Social Studies P.1

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 5 Things Around Us

Unit 2 Direction, Position and Diagram

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further:

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Feeling after learning this unit:

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Knowledge gained from this unit: ..

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Application of knowledge from this unit on your daily life:

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Exercises that you like and want to select as the outstanding work:

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Contents that you like the most in this unit (give your reason):

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Unit 3 Weather

Indicators and learning areas (7 hours)

Indicators	Learning Areas
So5.1 Gr1/5 Observe and tell weather changes in a day.	• Daily Weather Conditions
So5.2 Gr1/1 Tell various things of natural origin affecting the lives of human beings.	• Landscape and Climate
So5.2 Gr1/2 Observe and compare environmental changes in the surroundings.	• Environmental Changes

Learning Objectives

1. Understand weather conditions.
2. Understand how landscape and climate affect human lives.
3. Understand environmental changes.

Learning Outcomes

1. Know what weather conditions are.
2. Explain how humans adapt to different weather conditions.
3. Know what landscape and climate are.
4. Explain how humans adapt to different landscapes and climates.
5. Know causes for environmental changes.
6. Explain how humans adapt to environmental changes.

Learning Areas

1. Daily Weather Conditions
2. Landscape and Climate
3. Environmental Changes

Teaching and Learning Activities

1st – 2nd hours (Daily Weather Conditions)

1. Discuss about the weather based on the following questions:
 - a. How is the weather today?
 - b. Does the weather differ at different times of a day? How?
 - c. How is the weather in the morning? What do you do in the morning?
 - d. How is the weather in the afternoon? What do you do in the afternoon?
 - e. How is the weather in the evening? What do you do in the evening?
 - f. How is the weather at night? What do you do at night?
2. Ask students to tell the differences between air, temperature and weather conditions.
3. Discuss the words – air, temperature and weather conditions including the changes of weather conditions in a day and record the conclusions on the board.
4. Refer to page 142 in Primary Education Smart Plus Textbook Social Studies P.1 for more information.
5. Divide students into groups to carry out Question 1 in **Activity 1** in Primary Education Smart Plus Textbook Social Studies P.1 on page 144. Discuss and conclude it.
6. Ask students to discuss what they will do when the weather changes.
7. Paste these three word cards on the board:

Cold weather

Hot weather

Rainfall

Ask students to give examples of the proper behaviours to match the word cards. Write the answers on the board.

8. Divide students into groups to carry out Question 2 in **Activity 1** in Primary Education Smart Plus Textbook Social Studies P.1 on page 144.

3rd – 4th hours (Landscape and Climate)

1. Ask students to match the pictures of the landscape with word cards of mountains, valleys, and plains. Explain more about the meaning of the landscape and the various landscapes.
2. Ask students about the climate:
 - a. In one year, how many seasons do we have and what are they?
 - b. How is the weather in each season?Guide students to conclude it. Explain more about the meaning and characteristics of the climate.
3. Talk about the characteristics of the landscape and the climate in our local areas based on the following questions. Encourage students to share their opinions.
 - a. What are the characteristics of the landscape in your community?
 - b. How are the characteristics of the climate in your community?
 - c. How do the characteristics of the landscape and the climate affect to the lives of the local community members?
4. Have students read the text of **Landscape and Climate** in Primary Education Smart Plus Textbook Social Studies P.1 on pages 145 and 146. Discuss the characteristics of the landscape and the climate that affect the lives and activities of the humans living there.
5. Ask students to give examples of the proper adaptation due to the characteristics of the landscape and the climate.
6. Guide students to conclude the results. Explain more. Then, sum up it as a conceptual map and ask them to record it in their notebook.
7. Divide students into groups to carry out **Activity 2** in Primary Education Smart Plus Textbook Social Studies P.1 on page 146 as their homework. Then, they will present their findings to the class.

5th – 6th hours (Environmental Changes)

1. Paste pictures of changes of the environment such as water pollution, air pollution and coastal erosion on the board. Then, encourage students to discuss based on the following questions:
 - a. Why does the environment have changes?
 - b. How many types of changes does the environment have?
 - c. What are the effects of the environmental changes?
 - d. How do you adapt yourself to the environmental changes?
2. Get a student to read the text of **Environmental Changes** in Primary Education Smart Plus Textbook Social Studies P.1 on page 147.
3. Get students to watch a short documentary or read an article about the environmental changes and the adaptation due to the changes. Then, discuss and conclude it.
4. Guide students to conclude about the environmental changes.
5. Ask students to do **Practice** in Primary Education Smart Plus Textbook Social Studies P.1 on page 148.
6. Divide students into groups to do **Activity 3** in Primary Education Smart Plus Textbook Social Studies P.1 on page 148 as their homework. Then, ask them to present their findings to the class and conclude it.

7th hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 3 “**Weather**”.
2. Guide students to summarise the Learning Areas of Unit 3.
3. Have students do **Enrichment Activity** in Primary Education Smart Plus Textbook Social Studies P.1 on page 149.
4. Encourage students to evaluate themselves by filling in **Evaluation Form** on page 152 in Primary Education Smart Plus Textbook Social Studies P.1.
5. To test students’ understanding of this chapter, ask students to work on **TEST** in Primary Education Smart Plus Textbook Social Studies P.1 on pages 153 to 154.

Remark: Special Features: **Let's Take a Tour** on page 150; **Finding Hidden Treasure** on page 151; and **Weather Reporters** on page 151 can be added or carried out as special activities, subject to the teacher's consideration, suitability and time availability.

Emphasised Skills:

1. Analytical thinking skill
2. Curiosity of learning
3. Observation
4. Being generous
5. Speaking and writing skills
6. Sharing ideas/opinions

Learning Materials:

1. Pictures of various landscapes
2. Word cards
3. Pictures of changes of the environment
4. Documentary or articles related to changes of the environment
5. Primary Education Smart Plus Textbook Social Studies P.1

Learning Outcome Form



Name-Surname: No.

Prathomsuksa: Date:

Chapter 5 Things Around Us

Unit 3 Weather

Write the summarised knowledge gained from this unit.

Contents that you need teacher to explain further:

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Feeling after learning this unit:

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Knowledge gained from this unit: ..

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Application of knowledge from this unit on your daily life:

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Exercises that you like and want to select as the outstanding work:

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Contents that you like the most in this unit (give your reason):

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