

# Teacher's Guide



## Social Studies

Primary  
Education  
Smart+  
Prathomsuksa

2

## 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 civilisation 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; inter-relationship 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 2 (Prathomsuksa 2)**  
**5 Chapters** **120 hours**

Learning Areas/Activities	Learning Time (in hours)
<b>Chapter 1 Religion, Morality and Ethics</b> Unit 1 The Masters of Religions Unit 2 Important Doctrines and Buddhist Day Unit 3 Vanarindha Jataka and Exemplary Believer Role Play Voluntary Spirit	<b>20</b> 4 7 7 1 1
<b>Chapter 2 Community Life</b> Unit 1 Our Community Unit 2 Thai Manners Unit 3 Living Together	<b>20</b> 7 5 8
<b>Chapter 3 Economics</b> Unit 1 Resources, Goods and Services Unit 2 Buying, Selling and Exchanging Unit 3 Income and Expenditure	<b>24</b> 6 8 10
<b>Chapter 4 History</b> Unit 1 Terms for Times Unit 2 The Change of the Way of Life Unit 3 Thai Culture and Wisdom Little Historians Little Gallery Little Guide	<b>40</b> 15 9 10 2 2 2
<b>Chapter 5 Life and the Environment</b> Unit 1 Environment Unit 2 Geography	<b>16</b> 8 8

**Note:** The learning time for each learning area can be adjusted as appropriate. Total learning time structure shall be as prescribed in basic learning time structure, while learners must attain the quality prescribed in learning standards and indicators.

# Chapter 1 Religion, Morality and Ethics

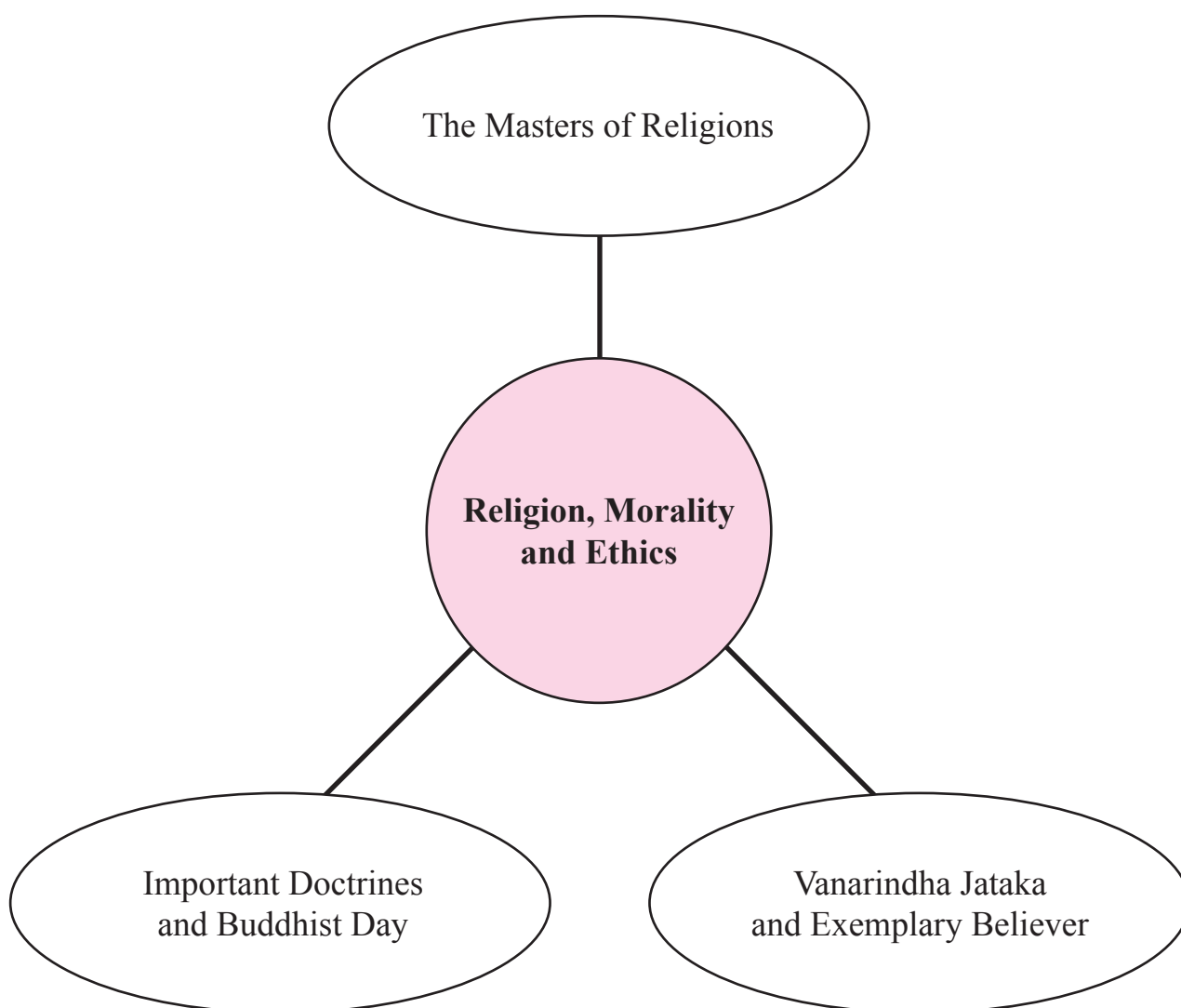
## Strand 1: Religion, Morality and Ethics

(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 Masters of Religions

## Indicators and learning areas (4 hours)

Indicators	Learning Areas
<p><b>So1.1 Gr2/1</b> Tell the importance of Buddhism or that of students' own religions.</p> <p><b>So1.1 Gr2/2</b> Summarise the life of the Buddha from birth to ordination or the lives of the Masters of students' own religions as prescribed.</p> <p><b>So1.1 Gr2/7</b> Tell the names of the religions, the Masters and importance of the scriptures of students' own religions and those of other religions.</p>	<ul style="list-style-type: none"><li>• <b>The Masters of Religions</b><ul style="list-style-type: none"><li>- Buddhism</li><li>- Islam</li><li>- Christianity</li></ul></li></ul>
<p><b>So1.1 Gr2/6</b> 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.</p>	<ul style="list-style-type: none"><li>• <b>Meditation Activity</b><ul style="list-style-type: none"><li>- Standing meditation</li></ul></li></ul>

### Learning Objectives

1. Know the importance of Buddhism or that of students' own religions.
2. Know the names of the religions, the Masters and importance of the scriptures of students' own religions and those of other religions.
3. Understand the lives of the Masters of each religion and the scriptures.
4. Be able to practise meditation by themselves.

### Learning Outcomes

1. Know the importance of Buddhism or that of students' own religions.
2. Know the life of the Buddha from birth to ordination or the lives of the Masters of students' own religions.
3. State the names of the religions, the Masters and importance of the scriptures of students' own religions and those of other religions.
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.



## Learning Areas

1. The Masters of Religions
  - Buddhism
  - Islam
  - Christianity
2. Meditation Activity
  - Standing meditation

## Teaching and Learning Activities

### **1<sup>st</sup> – 2<sup>nd</sup> hours (The Masters of Religions)**

1. Ask students the question: Do you know the Master of your own religion? Encourage them to answer the question. Tell the importance of learning about Buddhism or that of students' own religions, the lives of the Masters of each religion and the scriptures.
2. Explain **The Masters of Religions** to students based on the text on pages 3 and 4 in Primary Education Smart Plus Textbook Social Studies P.2. Then, conclude it.
3. Prepare the pictures related to Buddhism, Christianity and Islam, for example, the pictures of the Buddha, Jesus Christ, the scriptures of each religion, Muslims, Buddhist monks, religious rites, a temple, a church, a mosque, etc. Then, attach a tape or double-sided tape to the back of each picture. Draw a table below on the board.

Buddhism	Christianity	Islam

Give each student one picture randomly. Then let them attach each picture to the correct column one by one.

4. Make a summary on the previous activity.
5. Ask students to draw the picture of the Master of their own religion in their notebook and let them conclude the life of the Master of their own religion and the scripture by writing it down under the picture as their homework.
6. Ask students to read **Let's Know More!** in Primary Education Smart Plus Textbook Social Studies P.2 on page 5. Explain this topic and ask students to give more examples which are different from the examples in Let's Know More!
7. Ask students to carry out **Activity** in Primary Education Smart Plus Textbook Social Studies P.2 on page 6 as their homework.
8. Let each student explain the activity they have done as their homework to the class one by one. Appreciate their work and explain more for better understanding.

### **3<sup>rd</sup> hour (Meditation Activity)**

1. Ask students to do **Meditation Activity** in Primary Education Smart Plus Textbook Social Studies P.2 on page 6. Find a suitable place for practising this activity. Tell the objectives and benefits of this activity. Then, demonstrate and ask students to imitate step by step. Let students practise standing meditation for five minutes. Then tell them to open their eyes. Ask them the following questions:
  - How did they feel during the standing meditation?
  - What were they thinking during the standing meditation?
  - Could they visualise their standing body during the standing meditation?
  - How do they feel after the activity?
2. Ask students to practise standing meditation at home for three minutes every day for a week. Ask them to do a report by using the questions above as guidelines to write a report.

Below is an example of students' report:

Date	How did I feel	
	during the standing meditation?	after the standing meditation?

#### 4<sup>th</sup> hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 1 “**The Masters of Religions**”.
2. Guide students to summarise the Learning Areas of Unit 1.
3. Ask students to do **Practice** on page 5 in Primary Education Smart Plus Textbook Social Studies P.2.

#### 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 related to Buddhism, Christianity and Islam
2. A tape or double-sided tape
3. Primary Education Smart Plus Textbook Social Studies P.2

## Learning Outcome Form



Name-Surname: ..... No. ....

Prathomsuksa: ..... Date: .....

### Chapter 1 Religion, Morality and Ethics

### Unit 1 The Masters of Religions

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 Doctrines and Buddhist Day

### Indicators and learning areas (7 hours)

Indicators	Learning Areas
<b>So1.1 Gr2/4</b> Tell the meaning, importance and respect the Triple Gem and observe the principles of the Three Admonitions of the Buddha in Buddhism, or the moral principles of students' own religions as prescribed.	<ul style="list-style-type: none"><li>• <b>Important Doctrines</b><ul style="list-style-type: none"><li>- The Three Admonitions</li></ul></li></ul>
<b>So1.2 Gr2/1</b> Conduct themselves appropriately and correctly towards the disciples of their religions as prescribed.  <b>So1.2 Gr2/2</b> Conduct themselves correctly in religious rites and ceremonies as prescribed.	<ul style="list-style-type: none"><li>• <b>Buddhist Day</b><ul style="list-style-type: none"><li>- Asarnha Bucha Day</li><li>- Buddhist manners</li></ul></li></ul>

### Learning Objectives

1. Understand the principles of the Three Admonitions of the Buddha in Buddhism.
2. Perform good deeds at school and elsewhere in accordance with religious principles.
3. Know Asarnha Bucha Day and be able to conduct themselves correctly in religious rites and ceremonies.

### Learning Outcomes

1. Know the meaning, importance and respect the Triple Gem and observe the principles of the Three Admonitions of the Buddha in Buddhism, or the moral principles of students' own religions.
2. Conduct themselves appropriately and correctly towards the disciples of their religions.
3. Conduct themselves correctly in religious rites and ceremonies.

## Learning Areas

1. Important Doctrines
  - The Three Admonitions of the Buddha
2. Buddhist Day
  - Asarnha Bucha Day
  - Buddhist manners

## Teaching and Learning Activities

### **1<sup>st</sup> - 2<sup>nd</sup> hours (Important Doctrines)**

1. Ask students to read **Important Doctrines** on pages 8 and 9 in Primary Education Smart Plus Textbook Social Studies P.2 and make a summary. Then, explain more.
2. Show students pictures of different behaviours. Ask them to discuss which pictures are good deeds or bad deeds and how each behaviour relates to the principles of the Three Admonitions of the Buddha.
3. Show students a cartoon clip or a video that contains scenes of characters doing good deeds and doing bad deeds. Let them analyse behaviours of each character and discuss if there are any behaviours that are against the Five Precepts or relevant to the Five Ennobling Virtues with other students in the class.
4. According to the cartoon clip or the video, discuss the scenes that students should do and should not do.
5. Ask students to draw their most favourite scene of the cartoon clip or the video that relates to the Five Precepts or the Five Ennobling Virtues on a piece of paper. Describe how the picture relates to the principles. Then, select 5 to 6 volunteers to show their picture, describe it and explain the reasons why they choose that scene in the class.
6. Conclude the principles of the Three Admonitions of the Buddha and ask students to cite examples of behaviours that relate to the Five Precepts or the Five Ennobling Virtues.
7. Ask students to do **Practice 1** in Primary Education Smart Plus Textbook Social Studies P.2 on page 10.

### 3<sup>rd</sup> – 4<sup>th</sup> hours (Important Doctrines)

1. Ask students if they have come across any people who did good deeds. Ask students what they did; how they felt when they saw those people doing good deeds; and they want to do the same things or not.

2. Explain that the principles of the Three Admonitions of the Buddha include:
  - Not to do any evil
  - To cultivate good
  - To purify the mind

The doctrine relating to the first Admonition is the Five Precepts; the doctrine relating to the second Admonition is the Five Ennobling Virtues; and summarise the ways to purify the mind.

3. Ask students the five questions below and discuss why they choose to do that with them.
  - What would you do if your friend forgot to bring his/her lunch and you had only one box of your lunch?
  - What would you do if you found a 10-baht coin on the floor?
  - What would you do if you accidentally broke your mother's vase?
  - What would you do if someone offered you a cigarette?
  - What would you do if you saw your friend stealing teacher's money?
4. Ask students to do **Activity 1** in Primary Education Smart Plus Textbook Social Studies P.2 on page 10.
5. Based on the **Activity 1** in Primary Education Smart Plus Textbook Social Studies P.2 on page 10, ask students to draw two pictures of himself/herself doing good deeds according to the Five Precepts and the Five Ennobling Virtues on a piece of paper. Then, let each student present what they did in the pictures and the consequences of the things they did to the class. Appreciate their work.



## 5<sup>th</sup> – 6<sup>th</sup> hours (Buddhist Day)

1. Discuss the importance of Asarnha Bucha Day in Primary Education Smart Plus Textbook Social Studies P.2 on page 11.
2. Divide students into groups of 4 to 5 persons. Let them discuss what they usually do on Asarnha Bucha Day with other members of the group and write down each activity in their notebook.
3. Let each group present the activities that the members of the group do on Asarnha Bucha Day in the class by telling what they do and how to do each activity.
4. Give students further explanation about the activities carried out on Asarnha Bucha Day.
5. Ask students to read **Let's Know More!** in Primary Education Smart Plus Textbook Social Studies P.2 on pages 12 and 13. Discuss the importance and benefits of practising Buddhist manners with students and let students write down the importance and benefits in their notebook.
6. Demonstrate the Buddhist manners that show respect to the Triple Gem: the Buddha, the Dhamma and the Sangha and ask students to imitate step by step. Then, let each student perform the manners learnt one by one. Advise them on the correct postures if necessary.
7. Ask students to carry out **Activity 2** in Primary Education Smart Plus Textbook Social Studies P.2 on page 13.
8. Ask students to do **Meditation Activity** in Primary Education Smart Plus Textbook Social Studies P.2 on page 15. Find a suitable place for practising this activity. Let students read each step of meditation. Then demonstrate and ask students to imitate step by step. Let students practise Mindful steps for five minutes. After that, ask them to write down in their notebook: how they move their feet; how their body moves; which part of their foot touches the ground first when they take a step; how it feels like under their feet; and how this activity is relevant to the principles of the Three Admonitions of the Buddha.

### **7<sup>th</sup> hour (Conclusion)**

1. Guide students to summarise the lesson learnt in Unit 2 “**Important Doctrines 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.2 on page 14.

### **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 people with different behaviours
2. A cartoon clip or a video that contains scenes of characters doing good deeds and doing bad deeds
3. Primary Education Smart Plus Textbook Social Studies P.2

## Learning Outcome Form



Name-Surname: ..... No. ....

Prathomsuksa: ..... Date: .....

### Chapter 1 Religion, Morality and Ethics

### Unit 2 Important Doctrines 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 Vanarindha Jataka and Exemplary Believer

### Indicators and learning areas (7 hours)

Indicators	Learning Areas
<b>So1.1 Gr2/3</b> 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.	<ul style="list-style-type: none"><li>• <b>Vanarindha Jataka</b></li><li>• <b>Exemplary Believer</b></li></ul>
<b>So1.1 Gr2/5</b> Delight in the performance of good deeds, and family member's performance of good deeds, at school and elsewhere, in accordance with religious principles.	<ul style="list-style-type: none"><li>• <b>Exemplary Believer</b></li></ul>

### Learning Objectives

1. Apply morals from the Jataka tales to daily life.
2. Know the biography of exemplary believers and take them as role models.

### Learning Outcomes

1. 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. Appreciate the performance of good deeds, and family member's performance of good deeds, at school and elsewhere, in accordance with religious principles.

### Learning Areas

1. Vanarindha Jataka
2. Exemplary Believer

## Teaching and Learning Activities

### 1<sup>st</sup> – 3<sup>rd</sup> hours (Vanarindha Jataka)

1. Ask students if they know the Jataka tales. Play a video about Vanarindha Jataka. Then, explain what are the Jataka tales and Vanarindha Jataka.
2. Ask students to analyse the characteristics of each character in Vanarindha Jataka. Let students write down the characteristics of each character in their notebook.
3. Refer to the morals learnt from Vanarindha Jataka. Tell students the benefits of being observant and solving a problem with virtue and wisdom. Let students write down the benefits in their notebook.
4. Give some examples of other situations that are relevant to the morals of Vanarindha Jataka. Then, ask students to give more examples by writing down in their notebook.
5. 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 morals learnt from Vanarindha Jataka. Then, let each group role-play the situations in the class and ask the other students from other groups which parts of the situation relate to the morals of Vanarindha Jataka.
6. From the previous activity, ask students to draw their most favourite part of the situation of their own group that relates to the morals of Vanarindha Jataka and describe 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 morals of Vanarindha Jataka?
7. Ask students to do **Practice** in Primary Education Smart Plus Textbook Social Studies P.2 on page 20.
8. Have students do **Activity** on page 20 in Primary Education Smart Plus Textbook Social Studies P.2.

#### 4<sup>th</sup> - 6<sup>th</sup> (Exemplary Believer)

1. Ask students to read **Exemplary Believer** in Primary Education Smart Plus Textbook Social Studies P.2 on page 19. Then, explain more.
2. Write the following questions on the board:
  1. Who was His Holiness Somdet Phra Nyanasamvara?
  2. When was he appointed to the position of the Supreme Patriarch of Thailand?
  3. Why was he considered an exemplary Buddhist?
  4. Which virtues of His Holiness Somdet Phra Nyanasamvara that you can apply to your daily life? How?

Then, ask students to write the questions above down in their notebook and answer the questions.

3. Divide students into groups of 4 to 5 persons. Ask each group to bring a PP Board, the pictures of His Holiness Somdet Phra Nyanasamvara doing different virtues, the sentence tabs describing each virtue and materials for decoration to the class.
4. Prepare scissors, glue and staplers for students.
5. Let each group attach the pictures and the sentence tabs to their PP Board and decorate it. Then, place or attach the PP Boards to where the other students can see.
6. Let the members of each group sit together. Then, ask each group to discuss and answer the questions provided by teacher. The questions are as follows:
  - Why do students have to study about exemplary believer?
  - Ask each group to present their work on the PP Board to the class and tell how they can adapt His Holiness Somdet Phra Nyanasamvara's virtues to their daily life.
  - Ask students if they know any other exemplary Buddhists.
7. Ask students to search for another exemplary Buddhist who they are interested in. Attach the picture of an exemplary Buddhist on a piece of paper and write down his/her biography, virtues and how students can adapt the exemplary Buddhist's virtues to their daily life.

8. Ask students to do **Meditation Activity** in Primary Education Smart Plus Textbook Social Studies P.2 on page 21. Find a suitable place for practising walking meditation. Then, demonstrate and ask students to imitate step by step. Let students practise walking meditation for five minutes. After that, ask students to write down the following questions in their notebook and answer the questions:
- How did you feel during the walking meditation?
  - How do you feel after the walking meditation?

### 7<sup>th</sup> hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 3 “**Vanarindha Jataka and Exemplary Believer**”.
2. Guide students to summarise the Learning Areas of Unit 3.
3. Encourage students to evaluate themselves by filling in **Evaluation Form** on page 23 in Primary Education Smart Plus Textbook Social Studies P.2.
4. To test students’ understanding of this chapter, ask students to work on **TEST** in Primary Education Smart Plus Textbook Social Studies P.2 on pages 24 and 25.

### 2 hours (Projects)

#### 1<sup>st</sup> hour (Role Play)

1. Divide students into groups of 6 to 7 persons or more. Refer to **Role Play** in Primary Education Smart Plus Textbook Social Studies P.2 on page 22. Ask them to search for another Jataka tale in which they are interested. Then, let each group role-play the Jataka tale that they’ve chosen in the class.
2. Ask students to answer the question in **Role Play** on page 22 in Primary Education Smart Plus Textbook Social Studies P.2.

#### 2<sup>nd</sup> hour (Voluntary Spirit)

1. Divide students into groups of 5 to 6 persons or more. Ask each group to create a campaign to encourage other students in the school to go to a temple. Tell students that they can either create signs and attach them in the school or produce a march in the school.



2. Provide students some materials for creating a campaign.

**Materials:**

- PP Boards
  - Grey back duplex boards
  - Double-sided tapes
  - Scissors
  - Glue
  - Staplers
3. Give students some examples of statements to encourage other students in school to go to a temple.
  4. After students finish doing their activities, ask them to fill in the table in **Voluntary Spirit** in Primary Education Smart Plus Textbook Social Studies P.2 on page 22.

**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 video about Vanarindha Jataka
2. Scissors, glue and staplers
3. PP Boards
4. Grey back duplex boards
5. Double-sided tapes
6. Primary Education Smart Plus Textbook Social Studies P.2

## Learning Outcome Form



Name-Surname: ..... No. ....

Prathomsuksa: ..... Date: .....

### Chapter 1 Religion, Morality and Ethics

### Unit 3 Vanarindha Jataka and Exemplary Believer

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 Citizenship, Culture and Social Life

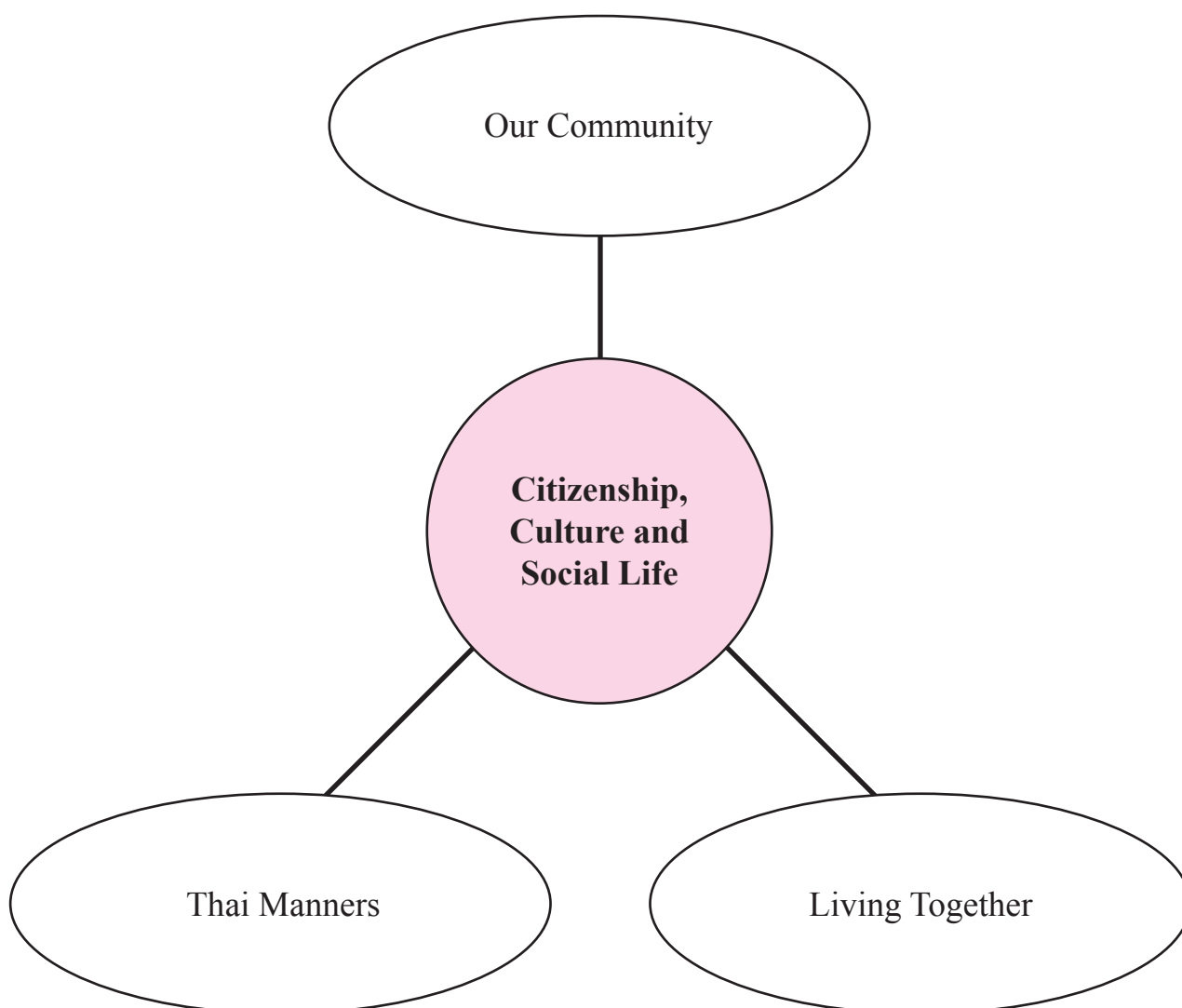
**Strand 2: Civics, Culture and Living in Society**

**(20 hours)**

**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 system of the present society; adherence to, faith in, and upholding of the democratic form of government under constitutional monarchy

### Conceptual Map



# Unit 1 Our Community

## Indicators and learning areas (7 hours)

Indicators	Learning Areas
<b>So2.1 Gr2/1</b> Observe the agreements, rules, regulations, orders and duties required in daily life.	<ul style="list-style-type: none"><li>• <b>Community</b><ul style="list-style-type: none"><li>- Rules and regulations</li></ul></li></ul>
<b>So2.2 Gr2/1</b> Explain the relationship between themselves and family members as part of the community.	<ul style="list-style-type: none"><li>• <b>Community</b><ul style="list-style-type: none"><li>- Contributing to the community</li></ul></li></ul>
<b>So2.2 Gr2/2</b> Specify those with the roles and authority in decision-making in school and community.	<ul style="list-style-type: none"><li>• <b>School And Community Management</b><ul style="list-style-type: none"><li>- School management</li><li>- Community management</li></ul></li></ul>

### Learning Objectives

1. Understand the need to observe agreements, rules, regulations, orders and duties in a family, school or public place.
2. Understand roles of authorised people in the school and community who could lead for some developments and improvements in many fields.

### Learning Outcomes

1. Observe rules, regulations and duties in a family and community.
2. Realise everyone's duty and the importance to observe the rules and regulations within a family, in various communities and in public places.
3. Identify and understand the roles and authority of the community board of directors in schools.

## Learning Areas

1. Community
  - Contributing to the community
  - Rules and regulations
2. School and Community Management
  - School management
  - Community management

## Teaching and Learning Activities

### **1<sup>st</sup> hour (Contributing to the community)**

1. Give a group of students some pictures of our local places and communities. Encourage them to talk about characteristics of given places and communities.
2. Explain **Community** to students by using Primary Education Smart Plus Textbook Social Studies P.2 on page 28. Then, conclude it again.
3. Ask students to do **Activity 1** in Primary Education Smart Plus Textbook Social Studies P.2 on page 28. Ask students to summarise the characteristics of a community.
4. Ask students to refer to page 29 of Primary Education Smart Plus Textbook Social Studies P.2 for the activities or contributions we can do and give to our community. Ask them to give more examples.
5. Ask students to give other examples of public properties in our community by writing their examples on the board as mind map. Discuss how we all can do our parts to maintain them.
6. Discuss about the **DO's** and **DON'Ts** when we participate in community.
7. Have students work on **Practice 1** in Primary Education Smart Plus Textbook Social Studies P.2 on page 30.
8. Guide students to make a summary of how we can contribute to our community and characteristics of community.

## 2<sup>nd</sup> – 4<sup>th</sup> hours (Rules and regulations)

1. Ask students the members of his or her family. What are their roles or responsibilities?
2. Divide students into groups of five. Let groups of students study the family's rules and regulations in Primary Education Smart Plus Textbook Social Studies P.2 on page 31. Let them list more family's rules and regulations that they need to follow.
3. Give some examples of family's rules and regulations and let students find out the advantages and disadvantages for agreeing and disagreeing with the rules and regulations.
4. Ask students to study **Family rules and regulations** by using Primary Education Smart Plus Textbook Social Studies P.2 on page 31 and make a summary. Then, explain more about it.
5. Ask students to do **Practice 2** and **Activity 2** in Primary Education Smart Plus Textbook Social Studies P.2 on page 32.
6. Choose a student, who can be a good model, to share his or her good daily behaviours to all classmates. After that, ask each student to give an example of good behaviour in school.
7. Ask students to study **School rules and regulations** by using Primary Education Smart Plus Textbook Social Studies P.2 on page 33 and make a summary.
8. Ask students to find more information of the rules and regulations of the school and do **Activity 3** in Primary Education Smart Plus Textbook Social Studies P.2 on page 34.
9. Have students do **Practice 3** in Primary Education Smart Plus Textbook Social Studies P.2 on page 34 as their homework.
10. Tell a situation related to obeying rules and regulations in our community and discuss the situation amongst students.
11. Let students act as a role play of **DO's** and **DON'Ts** in public areas.
12. Ask students to study **Rules and regulations in public places** in Primary Education Smart Plus Textbook Social Studies P.2 on page 35. Ask them to list the rules and regulations in those public places. Guide them to conclude on how to conform to the rules and regulations in public places.

13. Ask students to do **Practice 4** in Primary Education Smart Plus Textbook Social Studies P.2 on page 36.
14. Have students do **Activity 4** in Primary Education Smart Plus Textbook Social Studies P.2 on page 36 as their homework.

#### **5<sup>th</sup> – 6<sup>th</sup> hours (School and Community Management)**

1. Ask students about the people who make important decisions for the school. Who are they? What do they do?
2. Paste the structure of the school's board of directors on the board. Then, encourage students to share their opinions of job of those people.
3. Guide students to understand the management structure of a school using Primary Education Smart Plus Textbook Social Studies P.2 on page 37. Conclude that subtopic with students.
4. Discuss with students about the roles or responsibilities of school's board of directors.
5. Ask students to do **Practice 5** in Primary Education Smart Plus Textbook Social Studies P.2 on page 38.
6. Share conversation with students about the people in the community that have the authority to lead the community. What do they do?
7. Ask students to share their opinions about the duties and authority of communal leader.
8. Study the **Community management** in Primary Education Smart Plus Textbook Social Studies P.2 on page 39. After that, conclude this subtopic.
9. Ask students to make learning point summary about the roles, responsibilities and authorities of certain people in a particular community.
10. Ask students to do **Practice 6** in Primary Education Smart Plus Textbook Social Studies P.2 on page 40.
11. Ask students to do **Activity 5** in Primary Education Smart Plus Textbook Social Studies P.2 on page 40 as their homework.



### 7<sup>th</sup> hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 1 “**Our Community**”.
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.2 on page 41.

**Remark:** Special Features: **Rule of Thumb** on page 42; **Volunteer for All** on page 43; and **Young Reporters** on page 43 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 various communities
2. Pictures of famous and important places
3. Pictures of communal activities
4. Pictures of public properties in particular community
5. Pictures of symbols presenting public rules and regulations
6. Pictures and organization chart of the school’s board of directors
7. School’s rules and regulations manual
8. Pictures of communal leader
9. Primary Education Smart Plus Textbook Social Studies P.2

## Learning Outcome Form



Name-Surname: ..... No. ....

Prathomsuksa: ..... Date: .....

### Chapter 2 Citizenship, Culture and Social Life

### Unit 1 Our Community

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 Thai Manners

### Indicators and learning areas (5 hours)

Indicator	Learning Area
So2.1 Gr2/2 Observe Thai manners	• Thai Manners

### Learning Objectives

1. Understand MA-RA-YAT or ‘good manner’.
2. Understand Thai’s etiquette.

### Learning Outcomes

1. Practise MA-RA-YAT.
2. Inculcate good values and preserve Thai’s etiquette.

### Learning Areas

1. Thai Manners
  - Showing respect
  - Walking
  - Standing
  - Sitting
  - Dressing

## Teaching and Learning Activities

### 1<sup>st</sup> – 4<sup>th</sup> hours (Thai Manners)

1. Show students pictures of good and bad manners and encourage them to discuss.
2. Guide students to summarise and understand the meaning of manners. Refer to page 45 in Primary Education Smart Plus Textbook Social Studies P.2.
3. Guide students to study how to show respect in Thai using Primary Education Smart Plus Textbook Social Studies P.2 on page 45. Demonstrate and ask students to imitate.
4. Ask students if they know how to show respect to different people. Refer to **Let's Know More!** in Primary Education Smart Plus Textbook Social Studies P.2 on page 47.
5. Make a summary on ways to show respect and greeting.
6. Guide students to study how we should walk, stand and sit. Refer to pages 46 to 47 in Primary Education Smart Plus Textbook Social Studies P.2. Demonstrate and ask students to imitate.
7. Divide students into groups and let them practise on how to walk, stand and sit. Advise them on the correct postures if necessary.
8. Make a summary of how to walk, stand and sit properly.
9. Check how students dress. Let them discuss on the proper and improper ways of dressing.
10. Study dressing on page 47 in Primary Education Smart Plus Textbook Social Studies P.2 and explain more about it.
11. Make a summary on dressing.
12. Ask students to carry out **Activity** and **Practice** on page 48 in Primary Education Smart Plus Textbook Social Studies P.2.

### 5<sup>th</sup> hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 2 “**Thai Manners**”.
2. Guide students to summarise the Learning Areas of Unit 2.
3. Have students do **Enrichment Activity** on page 49 in Primary Education Smart Plus Textbook Social Studies P.2.

**Remark:** Special Features: **Rule of Thumb** on page 50; **Young Reporters** on page 50; and **Volunteer for All** on page 51 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. Practising of Thai manners
3. Self-discipline
4. Speaking and writing skills
5. Sharing ideas/opinions

### **Learning Materials:**

1. Pictures showing good and bad manners
2. Pictures showing Thai manners (showing respect, standing, walking, sitting and dressing)
3. Primary Education Smart Plus Textbook Social Studies P.2

## Learning Outcome Form



Name-Surname: ..... No. ....

Prathomsuksa: ..... Date: .....

### Chapter 2 Citizenship, Culture and Social Life

### Unit 2 Thai Manners

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 Living Together

### Indicators and learning areas (8 hours)

Indicators	Learning Areas
So2.1 Gr2/3 Show behaviour of accepting different thoughts, beliefs and practices of other without prejudice.	• <b>Accepting Differences</b>
So2.1 Gr2/4 Respect their own rights and those of others.	• <b>Rights and Freedoms</b> <ul style="list-style-type: none"><li>- Meaning of “right” and “freedom”</li><li>- Personal rights and freedoms</li><li>- Showing respect for the rights of others</li></ul>

### Learning Objectives

1. Understand and accept differences among people.
2. Understand rights and freedoms.

### Learning Outcomes

1. Realise their own primary rights and freedoms including those of others.
2. Realise how to respect and not violate other’s rights and freedoms.
3. Accept different thoughts, beliefs, abilities and practices by others.

### Learning Areas

1. Accepting Differences
2. Rights and Freedoms
  - Meaning of “right” and “freedom”
  - Personal rights and freedoms
  - Showing respect for the rights of others



## Teaching and Learning Activities

### 1<sup>st</sup> – 4<sup>th</sup> hours (Accepting Differences)

1. Show students pictures of children of different height, size, skin colour and hair colour. Ask them to discuss the differences.
2. Ask students to do **Activity 1** in Primary Education Smart Plus Textbook Social Studies P.2 on page 55 to understand that every one of us have differences. Let students share their opinions about these differences.
3. Ask students to discuss living together with people who have differences in face, skin colour and characteristics and practising in accepting these differences of others.
4. Give students a situation of working in group of people who have different opinions. How will they work as a team? How should they agree on an issue? Let students discuss about this situation.
5. Give students some questions:
  - a. What is your religion?
  - b. How do you perform your religion?
6. Inform students that there are many other beliefs and religions. Ask them to list some. We need to accept the diversity of beliefs and religions.
7. Guide students to accept the diversity of beliefs and religions, no matter what they believe in.
8. Guide students to make a summary of the acceptance of differences.
9. Let students present their own abilities. Encourage them to analyse and discuss about their common and individual abilities.
10. Give some examples of famous persons with their outstanding abilities. Let students share their opinions on accepting differences.
11. Ask students to study **Accepting Differences** in Primary Education Smart Plus Textbook Social Studies P.2 on pages 53 to 54.
12. Guide students to summarise our respect and acceptance of difference amongst people.
13. Have students carry out **Practice 1** in Primary Education Smart Plus Textbook Social Studies P.2 on page 56 as their homework.

### 5<sup>th</sup> – 7<sup>th</sup> hours (Rights and Freedoms)

1. Attach word cards of the word ‘rights’ and ‘freedoms’ on the board and let students explain based on their understandings.
2. Ask students to study the correct meaning of both words on page 57 in Primary Education Smart Plus Textbook Social Studies P.2.
3. Describe about rights and freedoms both in the legal and illegal way. After that, let students analyse and share their opinions.
4. Refer to pages 57 to 58 in Primary Education Smart Plus Textbook Social Studies P.2 for **Personal rights and freedoms**. After that, mutually conclude about this issue.
5. Describe some situations that involve the respect and violation of rights and freedoms. Let students express their opinions.
6. Refer to page 58 in Primary Education Smart Plus Textbook Social Studies P.2 for **Showing respect for the rights of others**. Ask students to give some other examples that show respects for the rights of others.
7. Ask students to carry out **Activity 2** in Primary Education Smart Plus Textbook Social Studies P.2 on page 59. After that, mutually conclude about other’s rights and freedoms issue.
8. Let groups of students do the **Practice 2** in Primary Education Smart Plus Textbook Social Studies P.2 on page 60 as their homework.
9. Divide students into groups and have each group search for more information about other’s rights and freedoms. Ask them to present in class.
10. Guide students to make a learning point summary about rights and freedoms.

### 8<sup>th</sup> hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 3 “**Living Together**”.
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.2 on page 61.
4. Encourage students to evaluate themselves by filling in **Evaluation Form** on page 63 in Primary Education Smart Plus Textbook Social Studies P.2.
5. To test students’ understanding of this chapter, ask students to work on **TEST** in Primary Education Smart Plus Textbook Social Studies P.2 on pages 64 to 65.

**Remark:** Special Features: **Young Reporters** on page 61; **Rule of Thumb** on page 62; and **Volunteer for All** on page 62 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 children with different physical characteristics
2. Word cards
3. Primary Education Smart Plus Textbook Social Studies P.2

## Learning Outcome Form



Name-Surname: ..... No. ....

Prathomsuksa: ..... Date: .....

### Chapter 2 Citizenship, Culture and Social Life

### Unit 3 Living Together

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 Economics

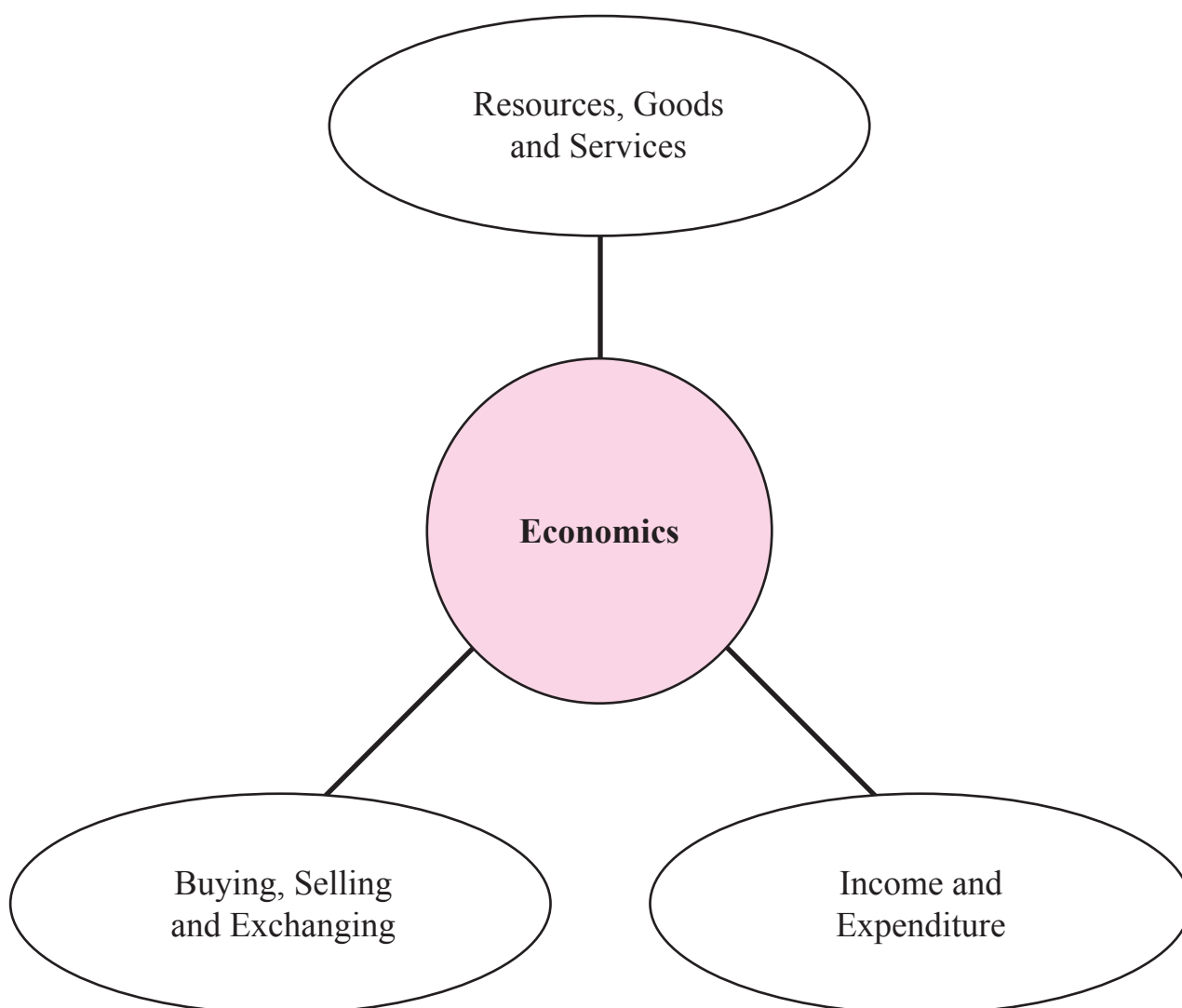
### Strand 3: Economics

(24 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 Resources, Goods and Services

## Indicators and learning areas (6 hours)

Indicator	Learning Areas
So3.1 Gr2/1 Specify the resources utilised for producing goods used in daily life.	<ul style="list-style-type: none"><li>• Productive Resources</li><li>• Using Different Kinds of Materials</li></ul>

### Learning Objectives

1. Understand productive resources.
2. Choose to use materials being friendly-environment.

### Learning Outcomes

1. Explain and categorise different kinds of productive resources.
2. Categorise and describe the different kinds of resources for production of goods and services.
3. Explain the resource utilisation in many kinds of production.
4. Realise the effect of resource utilisation in many kinds of production.

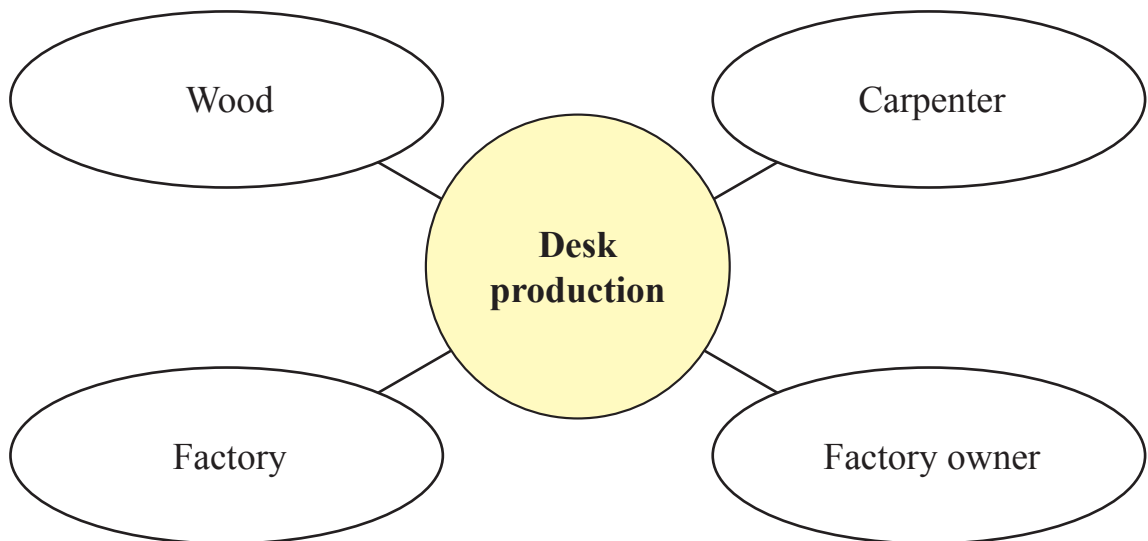
### Learning Areas

1. Productive Resources
2. Using Different Kinds of Materials

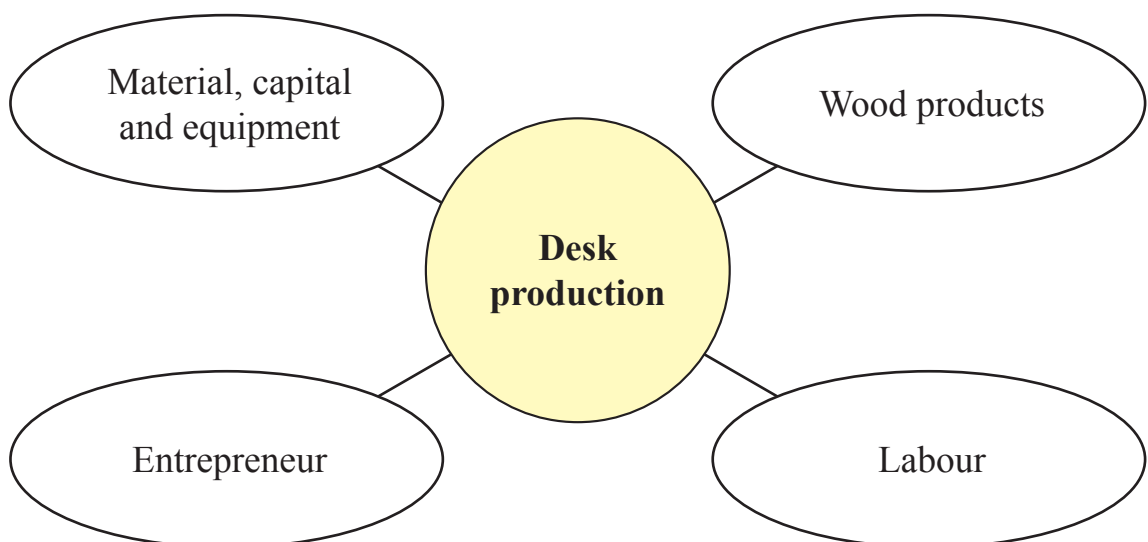
### Teaching and Learning Activities

#### 1<sup>st</sup> - 3<sup>rd</sup> hours (Productive Resources)

1. Give students pictures of goods. For example, a desk. Then, ask students for the resources (wood, carpenter, and factory owner) needed for the production of the desk.
2. Write down the following on the board.



From above diagram, guide students to realise that the resources used to produce goods and services can be concluded as below:



3. Refer to pages 68 to 70 in Primary Education Smart Plus Textbook Social Studies P.2 to understand better this concept. Explain productive resources and give some examples.
4. Ask students for an example of goods and services and let them make a summary using a diagram to describe what resources are needed for the production of the given example. Also, let them answer the following questions:
  - a. What is the given example of goods and services made from?

- b. What is the availability of the productive resources?
5. Summarise the different kinds of productive resources including the proper consumption and preservation of goods and services.
6. Ask students to do **Practice** in Primary Education Smart Plus Textbook Social Studies P.2 on page 71.

#### 4<sup>th</sup> - 5<sup>th</sup> hours (Using Different Kinds of Materials)

1. Give pictures of wooden basket and plastic basket. Ask students about them. What are they made from? Guide them to understand that we can use many different materials to make the same object.
2. Let students share their opinions by comparing the advantages and disadvantages of those pictures. Ask them to answer the following questions:
  - a. Advantages and disadvantages of wooden basket.
  - b. Advantages and disadvantages of plastic basket.
  - c. Which one will you choose?
3. Refer to page 73 in Primary Education Smart Plus Textbook Social Studies P.2 to understand more about **Using Different Kinds of Materials** and conclude this topic.
4. Divide students into groups to talk about using goods and services of various productive resources by comparing advantages and disadvantages of those goods and services.
5. Guide students to summarise the effects of various productive resources utilisation to cost, value and gain of goods and services including the environment.
6. Have students work on **Activity** in Primary Education Smart Plus Textbook Social Studies P.2 on page 74.

#### 6<sup>th</sup> hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 1 “**Resources, 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.2 on pages 75 to 76.



**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 goods and services
2. Pictures of the same goods which made from different materials, for example, wooden basket, plastic basket, etc.
3. Diagrams of different kinds of productive resources
4. Primary Education Smart Plus Textbook Social Studies P.2

## Learning Outcome Form



Name-Surname: ..... No. ....

Prathomsuksa: ..... Date: .....

### Chapter 3 Economics

### Unit 1 Resources, 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 Buying, Selling and Exchanging

### Indicators and learning areas (8 hours)

Indicators	Learning Areas
<b>So3.2 Gr2/1</b> Explain exchanges of goods and services by various methods.	<ul style="list-style-type: none"><li>• <b>Exchange of Goods and Services</b><ul style="list-style-type: none"><li>- Meaning of goods and services</li><li>- Types of exchange of goods and services</li></ul></li></ul>
<b>So3.2 Gr2/2</b> Tell relationship between buyers and sellers.	<ul style="list-style-type: none"><li>• <b>Trade</b><ul style="list-style-type: none"><li>- Producer, Consumer, Buyer and Seller</li><li>- Relationship between buyers and sellers in determining prices</li></ul></li></ul>

### Learning Objectives

1. Understand the exchange of goods and services.
2. Understand trade, buyers and sellers.

### Learning Outcomes

1. Explain the meaning of goods and services.
2. Describe exchange of goods and services, and the uses of money.
3. Explain the meaning and roles of producer, consumer, buyer and seller.
4. Realise the relationship between buyer and seller for goods and services in price determining.

### Learning Areas

1. Exchange of Goods and Services
  - Meaning of goods and services
  - Types of exchange of goods and services
2. Trade
  - Producer, consumer, buyer and seller
  - Relationship between buyer and seller in determining prices

## Teaching and Learning Activities

### 1<sup>st</sup> – 3<sup>rd</sup> hours (Exchange of Goods and Services)

1. What are goods? Ask students to explain. Refer to page 78 in Primary Education Smart Plus Textbook Social Studies P.2 for explanation.
2. Let students share their opinions about the meaning of goods. Which goods they have ever bought.
3. Goods can be categorised as food products and non-food products. Ask students to give examples of both groups.
4. Show pictures of services. Ask students to explain services. Refer to page 78 in Primary Education Smart Plus Textbook Social Studies P.2.
5. Services refer to activities carried out to satisfy people's need and customers do not get things but they get work done for them. Ask students to give more examples of services.
6. Explain and conclude this subtopic.
7. Paste 5 to 7 pictures of goods and services on the board and let students categorise them into goods and services.
8. Ask students to do **Activity 1** in Primary Education Smart Plus Textbook Social Studies P.2 on page 79.
9. Get students into work in pair. Give each of them a word card of goods and services (for example: papaya, rice, bag, hair-cutting service, computer-repairing service) Let them do a play role of exchanging goods and services.  
**For example:**  
Student 1: I have a papaya, but I want my hair cut.  
Student 2: I can help to cut hair, but I want a papaya. Good. Then, we can exchange the goods and services.  
Student 1: Yes. Then, we will get what we want.
10. Guide students to summarise that “An exchange of goods and services can make us get various goods and services without producing them”.
11. Create some situations where exchange of goods and services should be done. For example, ask a question such as “If a fisherman needs some rice and a farmer needs some fish, what should they do?” (exchange)

12. Refer to page 79 in Primary Education Smart Plus Textbook Social Studies P.2 for the explanation of **Exchange of goods and services** and conclude this subtopic.
13. Pose students this question: “There are a barber, a vegetable seller and a tailor. If the barber wants some cloth, the vegetable seller wants a haircut, and the tailor wants some vegetables, can they exchange goods and services?” Some exchanges cannot be done. Therefore, we need money as the medium for exchange.
14. Guide students to summarise that using money to get goods and services is known as trade. Give goods and services for money called selling and give money for goods and services called buying. Ask students for the meaning of selling and buying.
15. Refer to page 80 in Primary Education Smart Plus Textbook Social Studies P.2 for **Types of exchange of goods and services** and conclude this subtopic.
16. Ask students to do the **Practice** in Primary Education Smart Plus Textbook Social Studies P.2 on page 81.
17. Have students share their opinions about **Let’s Think!** in Primary Education Smart Plus Textbook Social Studies P.2 on page 81. Then, make a summary of it.

#### 4<sup>th</sup> – 7<sup>th</sup> hours (Trade)

1. Help students to recall the meaning of productive resources.
2. Paste a picture of a trade on the board. Discuss the trade. What is sold? Who produced it? Who bought it? Emphasise that any trade there is a producer and a consumer.
3. Discuss about producer and consumer by posing students the following question:
  - a. Have you ever produced or provided any goods and services? If yes, what were the goods and services?
  - b. Give some examples of goods and services that you use frequently.
  - c. What do you call those people who produce goods and services? (producer)
  - d. What do you call those people who consume goods and services? (consumer)

4. Guide students to summarise that;
  - a. A producer is the person who produces goods and services using productive resources.
  - b. A consumer is the person who uses the goods and services.
  - c. To make a trade successful, it requires a producer and a consumer.
5. Ask students to study in Primary Education Smart Plus Textbook Social Studies P.2 on page 82 for **Producer, consumer, buyer and seller** and conclude this subtopic.
6. Write the sentences below on the board. Ask students to categorise if they are producers or consumers.

Mr. Dang is a farmer.

Nu is drinking milk.

Nut is a bus passenger.

Jane is a tailor.

Tick is having lunch in canteen.

Joom is a waitress in restaurant.

7. Give students word cards “Buyer” “Seller” and the below sentence tabs. Then, attach word cards on the board and let them bring sentence tabs to match with the meanings shown on word cards.

Narie brings vegetables for selling.

Suri goes for dentist.

Patcha is a barber.

Arnont buys a noodle.

Nicha feeds chicken for selling eggs.

Adul buys a pen.

8. Discuss with students about buyers and sellers.
  - a. Who is the buyer? (people who buy goods and services)
  - b. Who is the seller? (people who provide goods and services for selling)
9. Refer to the pictures on page 83 in Primary Education Smart Plus Textbook Social Studies P.2. Discuss why Anny has different roles in different situations. Ask students to give another example of similar situation.
10. Emphasise that most producers are sellers and most buyers are consumers. However, anyone can be a producer, seller and consumer at different situations.
11. Guide students to summarise that a trade needs a seller and a buyer. Sometimes we can be the producer, consumer, buyer and seller.

12. Ask students to do **Activity 2** in Primary Education Smart Plus Textbook Social Studies P.2 on page 84.
13. Ensure students understand the term ‘buyer’ and ‘seller’ by using sentence tabs. Let students classify which one is the role of seller and buyer.

Provide goods and services to respond consumers’ demands.	Buyer
Buy goods and services that have quality.	Seller

14. Pose the questions below and let students share their opinions:
  - a. If you are a buyer, do you prefer a high price or a low price? (lower price)
  - b. If you are a seller, do you prefer a high price or a low price? (higher price)
  - c. If the price is too low, what will happen?  
*(The seller may not want to sell their goods.)*
  - d. If the price is too high, what will happen?  
*(The buyer does not want to buy goods.)*
15. Refer to page 84 in Primary Education Smart Plus Textbook Social Studies P.2 for **Relationship between buyers and sellers in determining prices.**
16. Explain and conclude about the relationship between a buyer and a seller as following:

Buyer finds desired goods to buy with reasonable price.

Seller provides goods and determines prices to serve for consumer’s demands.

As a result, the buyer and seller both help to determine prices.  
When they agree on a final price, then trade takes place.

17. Get students to do **Activity 3** in Primary Education Smart Plus Textbook Social Studies P.2 on page 85.

### **8<sup>th</sup> hour (Conclusion)**

1. Guide students to summarise the lesson learnt in Unit 2 “**Buying, Selling and Exchanging**”.
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.2 on pages 85 to 86.

### **Emphasised skills:**

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

### **Learning Materials:**

1. Pictures of goods and services
2. Word cards
3. Sentence tabs
4. Money (Not real)
5. Primary Education Smart Plus Textbook Social Studies P.2



## Learning Outcome Form



Name-Surname: ..... No. ....

Prathomsuksa: ..... Date: .....

### Chapter 3 Economics

### Unit 2 Buying, Selling and Exchanging

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 2:  
Buying, Selling  
and Exchanging**

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 Income and Expenditure

### Indicators and learning areas (10 hours)

Indicators	Learning Areas
<b>So3.1 Gr2/2</b> Tell the sources of their own income and expenditure and those of their families.	<ul style="list-style-type: none"><li>• <b>Income and Expenditure</b><ul style="list-style-type: none"><li>- Occupation</li><li>- Household income and expenditure</li><li>- Income and expenditure of a student</li></ul></li></ul>
<b>So3.1 Gr2/3</b> Keep records of their own income and expenditure.	<ul style="list-style-type: none"><li>• <b>Statement of Incomes and Expenses</b></li></ul>
<b>So3.1 Gr2/4</b> Conclude about the benefits of spending appropriate to income available and those of savings.	<ul style="list-style-type: none"><li>• <b>Savings</b></li></ul>

### Learning Objectives

1. Understand incomes and expenditures.
2. Understand how to keep records of incomes and expenses.
3. Understand savings.

### Learning Outcomes

1. Realise every occupation has equal importance and do legal occupation.
2. Describe what household income and expenditure.
3. State how we get incomes and how we spend money as a student.
4. Practise to record one's income and expenditure.
5. Realise the good points of savings and proper spending for more savings.

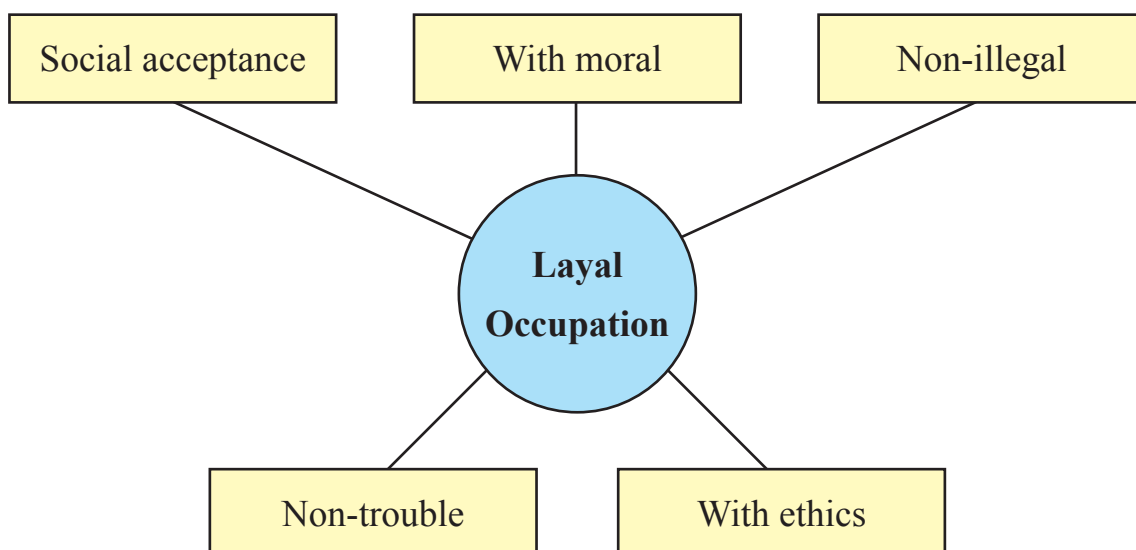
## Learning Areas

1. Income and Expenditure
  - Occupation
  - Household income and expenditure
  - Income and expenditure of a student
2. Statement of Incomes and Expenses
3. Savings

## Teaching and Learning Activities

### **1<sup>st</sup> – 4<sup>th</sup> hours (Income and Expenditure)**

1. Discuss about some occupations with students.
  - a. What occupations do you know?  
*(Teacher, doctor, soldier, policeman etc.)*
  - b. What are responsibilities of each occupation?  
*(Teacher teaches students and doctor treats patients.)*
  - c. How does each occupation contribute to the society?  
*(Teacher teaches a student to be a good guy)*
  - d. What is the importance of each occupation?  
*(Teacher teaches a student to be a good and proficient guy)*
  - e. What is your ambition? Why?
2. Discuss about the positive characteristics of a loyal occupation. Refer to the example below:

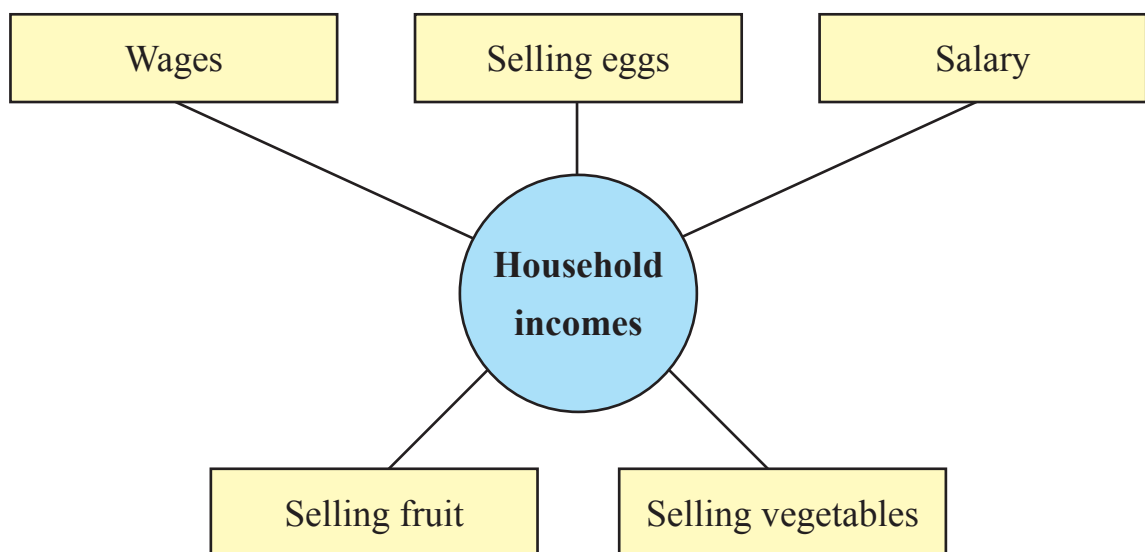


3. Guide students to summarise that every occupation has equal importance, and that we should do a good, loyal, legal job that matches our skills and capability.
4. Refer to pages 88 and 89 in Primary Education Smart Plus Textbook Social Studies P.2 for **Occupation** and conclude this subtopic.
5. Let students tell others about their parents' occupation and let them share their opinions by asking them the following questions:
  - a. Why do your parents have to do that job?  
*(To take care of their family)*
  - b. How do you feel about your parents' job?  
*(Very proud of their sacrifice)*
  - c. What should you do to help/support your family?  
*(Spend less and make more money)*
6. Ask students to do **Activity 1** in Primary Education Smart Plus Textbook Social Studies P.2 on page 90.
7. Give a few word cards of proper and improper of income and expenditure. Divide students into two groups and ask students to categorise them as proper income and expenditure and improper income and expenditure on the board.

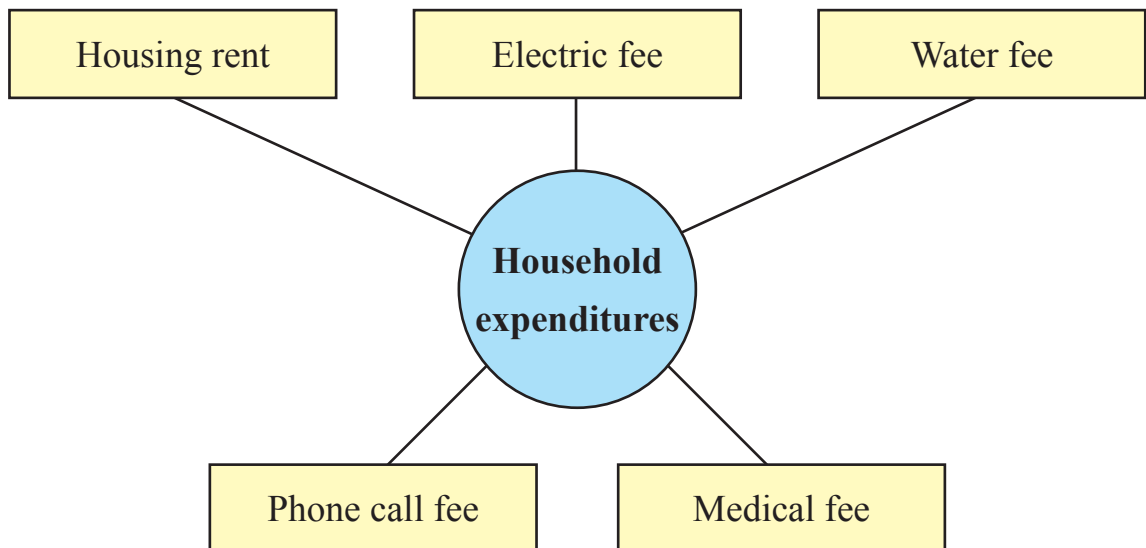
Monthly salary as a teacher.	Expenses for haircut.	Stolen money.
Money from illegal drugs.	Money from gambling.	Money from sale of vegetables.
Money for rental.		Money for food.

8. Let students share their opinions of the following;
  - a. The characteristics of proper income and expenditure  
*(legally earned and spent)*
  - b. The characteristics of improper income and expenditure  
*(illegally earned and spent)*

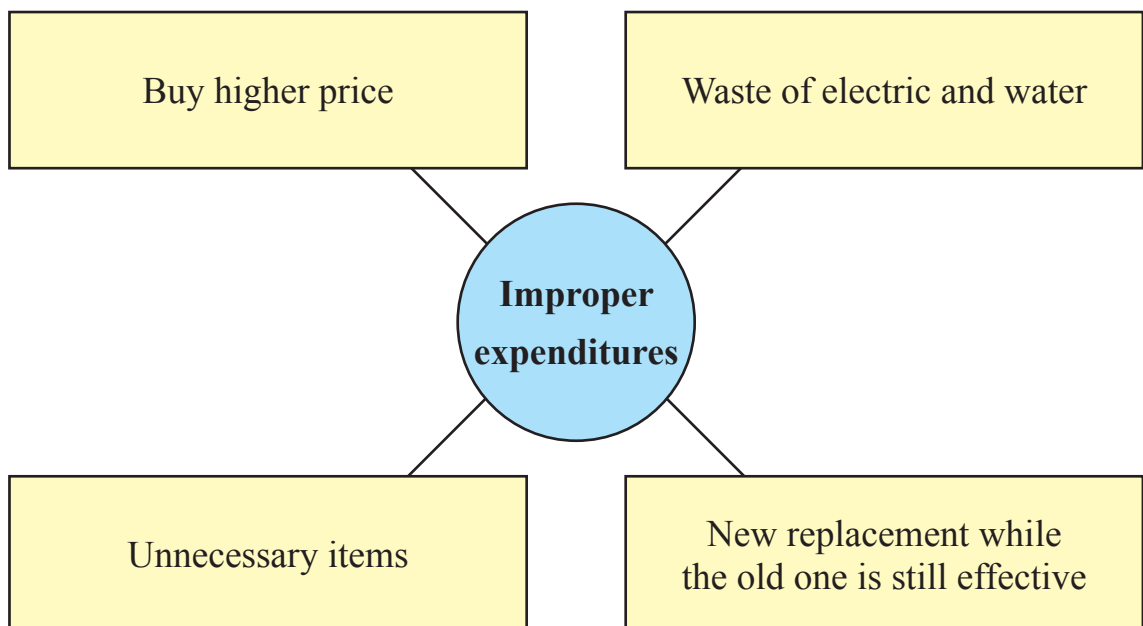
9. Discuss about earned income. The question below will be helpful.
- What is the term of income of trader? (profit)
  - What is the term of income of teacher? (salary)
  - What is the term of income of hairdresser? (wages)
  - How do we earn? (getting a job done)
  - What is the term we use for the total income within one family? (household income)
10. Discuss about household income. What jobs do your parents do to get income? Present the household incomes in a diagrammatic presentation. Refer below.



11. Guide students to summarise that earned income comes from doing jobs by getting salary, wages and selling, and a household income is the total members' incomes within one household.
12. Refer to page 91 in Primary Education Smart Plus Textbook Social Studies P.2 about **Income** and conclude this subtopic.
13. Let students share their opinions about the household expenditures in their own family (electric fee, water fee). Then, present it in a diagrammatic presentation. Refer to the next page.



14. Guide students to summarise that expenditure is the expenses for consuming goods and services.
15. Refer to page 92 in Primary Education Smart Plus Textbook Social Studies P.2 about **Expenditure** and conclude this subtopic.
16. Ask students to brainstorm the improper expenditures. Refer below.

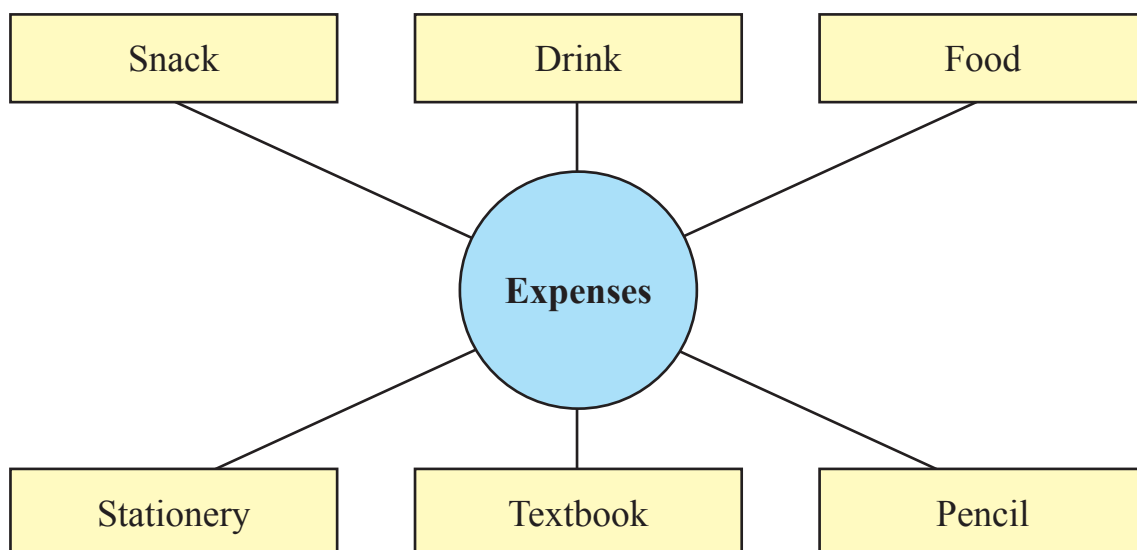


17. Let students discuss about the proper and improper expenditures:
  - a. What are the benefits from proper spending?  
*(discipline one for better spending and make more savings)*
  - b. What are the bad points for improper spending?  
*(causes higher debt)*
18. Let students share their opinions about their own income and expenditure:
  - a. Do you get an income? *(yes)*
  - b. How do you get it? *(parents)*
  - c. Have you ever got any other incomes? *(scholarship, selling products)*
  - d. What did you spend money for? *(food, drink, snacks)*
  - e. If you spend more on unnecessary things, what will happen?  
*(no savings or cause troubles for family)*
  - f. What is the meaning of proper expenditure within one family?  
*(income is higher than expenses)*
  - g. If expenses are higher than earned income, what will happen?  
*(cause more debts)*
  - h. How can you help/support your family?  
*(spend less and make more money)*
19. Guide students to summarise that we should spend wisely to make our life happier.
20. Refer to page 93 in Primary Education Smart Plus Textbook Social Studies P.2 about **Income and expenditure of a student** and conclude this subtopic.
21. Ask students to do **Activity 2** in Primary Education Smart Plus Textbook Social Studies P.2 on page 93.
22. Have students work on **Practice 1** in Primary Education Smart Plus Textbook Social Studies P.2 on page 94.

### 5<sup>th</sup> – 7<sup>th</sup> hours (Statement of Incomes and Expenses)

1. Discuss about income and expenditure. Refer to the following questions:
  - a. How do you get the money that you spend in school? (parents)
  - b. Apart from family members, how do you get extra income?  
*(scholarship, selling products)*
  - c. What do you spend the money for? (book and pencil)

Present the expenditure in a diagrammatic presentation as shown below.



2. Get four students and let them disclose how much money they received yesterday, how much they spent, and how much was left for savings. Record on the board as the following table.

	Income	Expense	Balance
No.1			
No.2			
No.3			
No.4			

Then, ask students to discuss about

- a. Who has the highest savings?
  - b. Who has the least savings?
  - c. Who has no savings?
  - d. Who is good at saving money?
3. Guide students to summarise about proper spending which generates higher savings for future.
  4. Explain the importance of keeping a record of their income and expenditure. Guide students on how to keep a record. This record is known as a statement of incomes and expenses. Write it on the board.



Date	List	Income (Baht)	Expense (Baht)	Balance (Baht)

5. Use the example of a statement of incomes and expenses on page 95 in Primary Education Smart Plus Textbook Social Studies P.2 to explain.
6. Choose one student to record his/her own statement of incomes and expenses on the board. Ask others to check if the statement is correct.
7. Discuss the benefits of keeping a record.
8. Ask students to do **Practice 2** in Primary Education Smart Plus Textbook Social Studies P.2 on page 96.
9. Explain the good income and expenditure management to comply with the Philosophy of Sufficiency Economy.
10. Guide students to summarise that a statement of incomes and expenses can make them realise how much they have spent and saved.
11. Ask students to do the **Activity 3** in Primary Education Smart Plus Textbook Social Studies P.2 on page 96 as their homework.

### 8<sup>th</sup> – 9<sup>th</sup> hours (Savings)

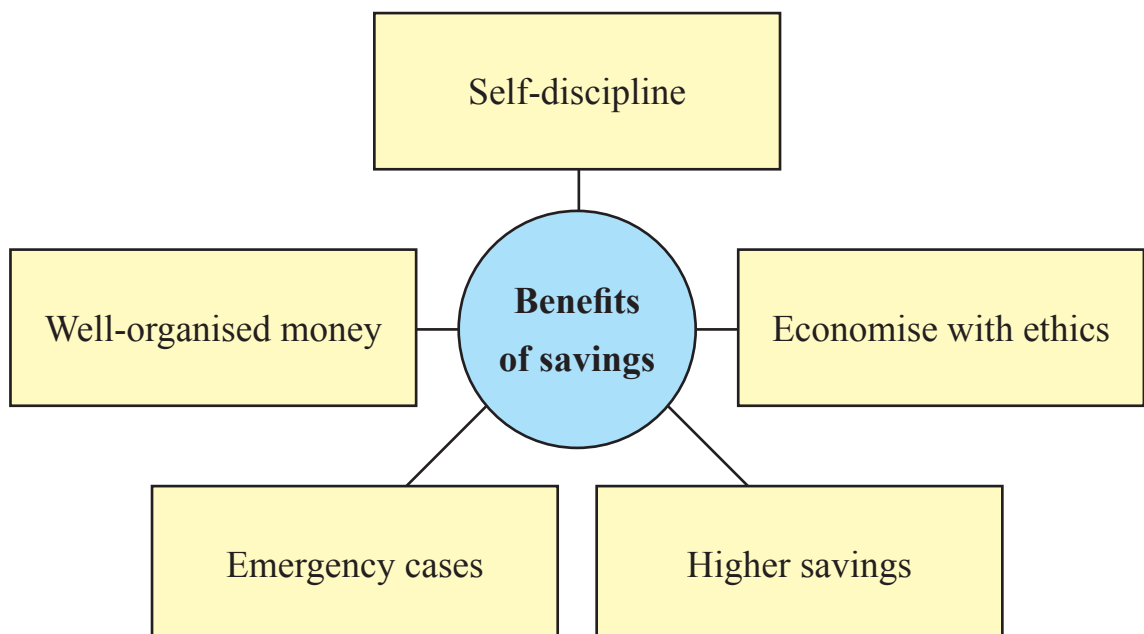
1. Narrate the following out to students:

There is a family that has two children, Nut and Note. Each of them gets 30 bath one day. Nut buys food and milk for 20 Bath, a pencil for 5 Bath and saves 5 Bath while Note spends all money on food, snack and toy.

Discuss that situation by answering the questions below:

- a. If you spend money like Nut, what will happen?  
(make some for savings)
  - b. If you spend money like Note, what will happen?  
(make none for savings)
  - c. Who is a good model to follow? Why?  
(Nut, save money)
  - d. What is savings?  
(Savings is the remaining of income after deducting expenditures)
2. Guide students to summarise that savings is the remaining of income after deducting expenditures (Savings = Incomes - Expenses).
  3. Show piggy bank and account bankbook and ask students how they save their money. Record on the board.
    - Savings by piggy bank.....students
    - Savings by account bankbook.....students
    - No savings.....students
  4. Encourage students to save money. Discuss how they can start either by keeping the money in a piggy bank or in a bank.
  5. Group students into five groups and let them summarise the benefits of savings. After that, have them present in front of the class the benefits of savings.

**For example;**



6. Have students study **Savings** on page 97 in Primary Education Smart Plus Textbook Social Studies P.2.
7. Discuss with students ways to improve savings.
8. Guide students to summarise that savings is to spend money systematically.
9. Ask students to do **Practice 3** in Primary Education Smart Plus Textbook Social Studies P.2 on page 98.

### **10<sup>th</sup> hour (conclusion)**

1. Guide students to summarise the lesson learnt in Unit 3 “**Income and Expenditure**”.
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.2 on page 99.
4. Encourage students to evaluate themselves by filling in **Evaluation Form** on page 102 in Primary Education Smart Plus Textbook Social Studies P.2.
5. To test students’ understanding of this chapter, ask students to work on **TEST** in Primary Education Smart Plus Textbook Social Studies P.2 on pages 103 to 104.

**Remark:** Special Features: **Track My Spending** on page 100; **Market Fair** on page 101; and **Young YouTubers** on page 101 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 and sustain for living
4. Appropriate spending and savings
5. Speaking and writing skills
6. Sharing ideas/opinions

**Learning Materials:**

1. Pictures of things
2. Real and non-real money
3. Word cards
4. Sentence tabs
5. Piggy bank
6. Account bankbook
7. Primary Education Smart Plus Textbook Social Studies P.2

## Learning Outcome Form



Name-Surname: ..... No. ....

Prathomsuksa: ..... Date: .....

### Chapter 3 Economics

### Unit 3 Income 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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**Unit 3:**  
**Income and**  
**Expenditure**

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

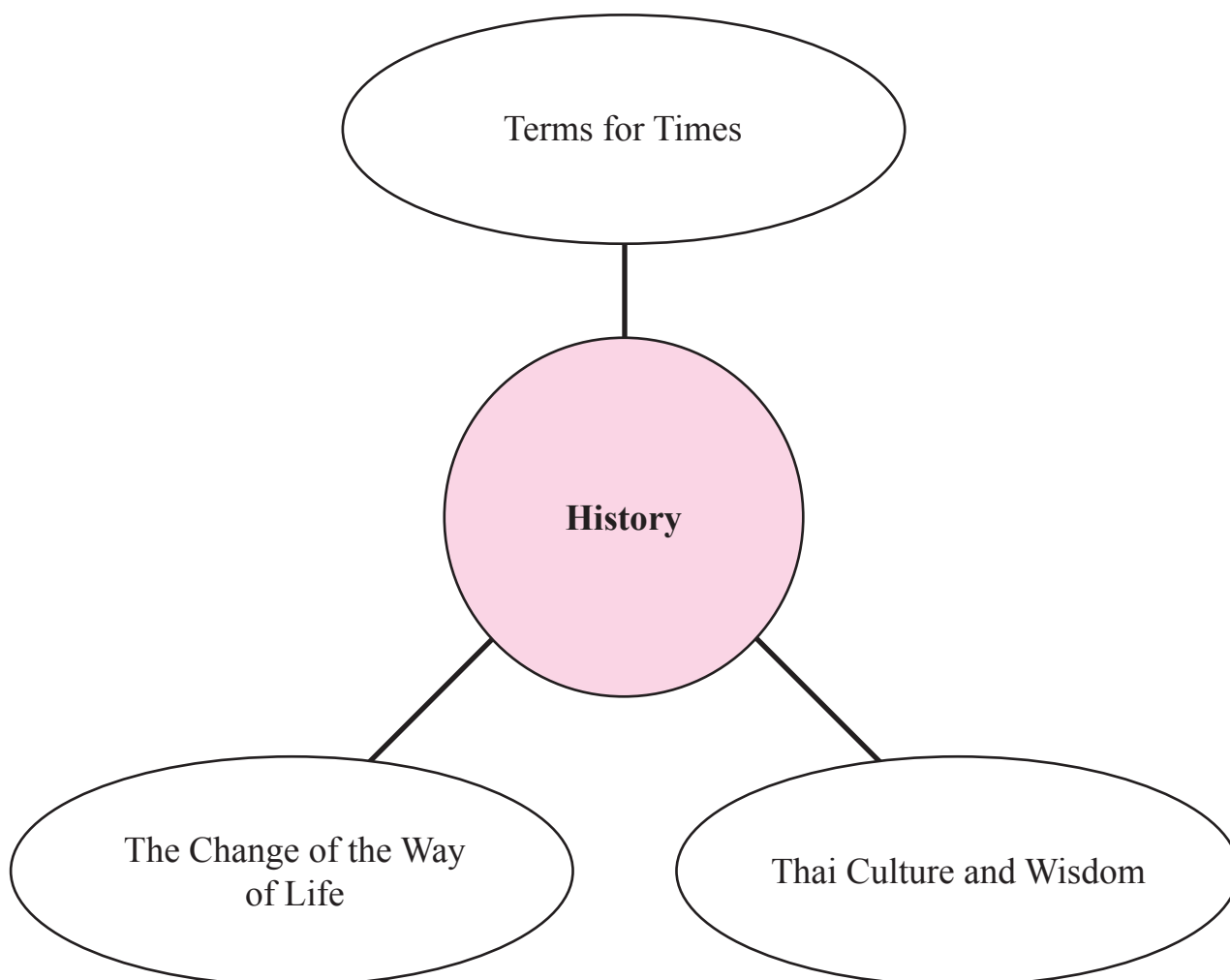
(40 hours)

**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 Terms for Times

## Indicators and learning areas (15 hours)

Indicators	Learning Areas
<b>So4.1 Gr2/1</b> Use specific terms for the times of events in the past, present and future.	<ul style="list-style-type: none"><li>• <b>Words Related to Times</b><ul style="list-style-type: none"><li>- The importance of words related to times</li></ul></li><li>• <b>The Important Days Shown on Calendar</b><ul style="list-style-type: none"><li>- The importance of the important days</li></ul></li></ul>
<b>So4.1 Gr2/2</b> Make sequences of events in their families or in their own lives by using relevant evidence.	<ul style="list-style-type: none"><li>• <b>How do we know ourselves?</b></li></ul>

### Learning Objectives

1. Understand the significance of using specific terms for the times of events in the past, present and future.
2. Know the important days shown on calendar.
3. Study the background of oneself and their own families.

### Learning Outcomes

1. Use specific terms for the times of events in the past, present and future correctly.
2. Make sequences of events in their families or in their own lives by using relevant evidence.

### Learning Areas

1. Words Related to Times
  - The importance of words related to times
2. The Important Days Shown on Calendar
  - The importance of the important days
3. How do we know ourselves?

## Teaching and Learning Activities

### 1<sup>st</sup> hour (Words Related to Times)

1. Ask students the question: “How do we know which event happens before or after other events?” in Primary Education Smart Plus Textbook Social Studies P.2 on page 105.
2. Show students some posts or pictures on Facebook with On This Day feature.
3. Ask students to recall what they did a year ago on this day. Then, ask them to draw pictures of what they did and describe about it in their notebook.

### 2<sup>nd</sup> - 5<sup>th</sup> hours (Words Related to Times)

1. Refer to page 106 in Primary Education Smart Plus Textbook Social Studies P.2 and discuss the questions below with students:
  - What is the importance of knowing words related to times?
  - What would happen if we use words related to times incorrectly?
2. Ask students to read **Words Related to Times** and **The importance of words related to times** on page 107 in Primary Education Smart Plus Textbook Social Studies P.2. Then, ask them to share their opinions about these topics.
3. Ask students to draw pictures showing the sequence of events. For example, the sequences of students’ routines, the stages of human development.
4. Ask students to inquire their parents about other specific terms for times of events in the past, present and future that are not mentioned in the textbook. Then, write down each term in their notebook as their homework.
5. Select some volunteers to read aloud the specific terms for times of events in the past, present and future that they did as their homework. Explain more.
6. Divide students into three groups. Ask them to do the following activities:
  - Group 1: Search for specific terms for times of events in the past.
  - Group 2: Search for specific terms for times of events in the present.
  - Group 3: Search for specific terms for times of events in the future.
7. Ask students to look at the table on page 108 in Primary Education Smart Plus Textbook Social Studies P.2 to check which terms for times that they have searched are similar to or different from the terms for times shown in the textbook.



8. Ask students whose terms for times are different from the terms for times shown in the textbook and tell those different terms to the class.
9. Ask students to inquire their parents about events in the past that occurred in the family as their homework.
10. Ask students to present their homework in the class.

### **6<sup>th</sup> - 10<sup>th</sup> hours (The Important Days Shown on Calendar)**

1. Have students look at the calendar on page 109 in Primary Education Smart Plus Textbook Social Studies P.2. Ask students the question: What else does a calendar display other than the dates, days and months of a year? Let them answer and write the answers on the board.
2. Have students look at the calendar one more time. Ask them what symbols used to indicate the important days. Then, explain more.
3. Ask students to find the important days shown on a calendar and write them down in their notebook.
4. Choose some volunteers to read aloud the important days they have found on a calendar to class. Then, explain more what students read.
5. Explain the important days shown on a calendar. Give some examples of the important days of each month. Then, ask students to conclude and write it down in their notebook.
6. Ask students to inquire their parents about the important days in April by using the following questions: What days are the important days? How is each day important? Ask students to write the answers down in their notebook as their homework.
7. Select 3 to 4 students randomly to read aloud their homework in the class. Then, explain more.
8. Explain the important days in April and cite other important days in other months.
9. Ask students to read **The importance of the important days** in Primary Education Smart Plus Textbook Social Studies P.2 on page 110.
10. Ask students to recall the activities they did on the important days in April and write down in their notebook as their homework.

11. Select some volunteers to read aloud their homework in the class. Then, explain more.
12. Explain how to conduct themselves on New Year's Day. Then, ask students to write it down in their notebook.
13. Ask students to summarise the topic that they have learnt previously. Then, divide students into 11 groups and name each group according to the name of each month of a year. (except for April)
14. Give each group a piece of paper. Ask students to look at the month that has the same name as the name of their group shown on a calendar and write down its important days on the paper. Then, a volunteer from each group presents their work in the class.
15. Encourage them to share their opinions on the presentation.
16. After the presentation of all groups, summarise the topic "The Important Days Shown on Calendar".
17. Find information about the important days of the other countries in ASEAN. Explain the information to students by using pictures or a calendar.

#### **11<sup>th</sup> - 14<sup>th</sup> hours (How do we know ourselves?)**

1. Ask students the question: **How do we know ourselves?** Refer to page 110 in Primary Education Smart Plus Textbook Social Studies P.2.
2. Explain a birth certificate and a house registration to students.
3. Ask students to inquire their parents about the benefits of a birth certificate and a house registration and how to use them as their homework.
4. Ask students to find out the information of themselves according to the questions in **Let's Think!** in Primary Education Smart Plus Textbook Social Studies P.2 on page 111.
5. Make a summary on the topic "How do we know ourselves?".
6. Explain the importance of a house registration to students and have them write it down in their notebook.
7. Ask students to find a picture relating to themselves and their family. Then paste the picture in their notebook and write down a description about the picture as their homework.

8. Ask students to summarise the topic that they have learnt previously. Then, select students randomly or ask students to volunteer to read aloud their homework. Then, explain more.
9. Explain the importance of photo or picture. Have them write it down in their notebook.
10. Ask students to inquire their parents: Apart from their parents, who else they can ask about the information of themselves and their family.
11. Select 4 to 6 students randomly to tell the class that apart from their parents, who else they can ask about the information of themselves and their family.
12. Appreciate their work and explain more. Have students write it down in their notebook.
13. Ask students to summarise the topic that they have learnt previously. Then, discuss the following questions with them:
  - 1) Which of the followings is most reliable, why?
    - Birth certificate
    - House registration
    - Photographs
    - Telling
  - 2) Apart from the evidence used to study the background of the family that students have learnt, what else they can use?
14. Explain how to consider the evidence used for studying the background of themselves and their family.
15. Ask students to create a mind map in their notebook about ways to find out the background of themselves and their family or events occurred in their family.

### **15<sup>th</sup> hour (Conclusion)**

1. Guide students to summarise the lesson learnt in Unit 1 “**Terms for Times**”.
2. Guide students to summarise the Learning Areas of Unit 1.
3. Ask students to carry out **Activity** in Primary Education Smart Plus Textbook Social Studies P.2 on page 112.
4. Ask students to do **Practice** in Primary Education Smart Plus Textbook Social Studies P.2 on page 112.

**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. Calendar
2. Paper
3. Birth certificate
4. House registration
5. Photographs of oneself and family
6. Primary Education Smart Plus Textbook Social Studies P.2

## Learning Outcome Form



Name-Surname: ..... No. ....

Prathomsuksa: ..... Date: .....

### Chapter 4 History

### Unit 1 Terms for Times

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:**  
**Terms for Times**

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 The Change of the Way of Life

### Indicators and learning areas (9 hours)

Indicators	Learning Areas
<p><b>So4.2 Gr2/1</b> Search for changes in the ways of daily life of their community members from the past to the present.</p> <p><b>So4.2 Gr2/2</b> Explain effects of changes on ways of life of community members.</p>	<ul style="list-style-type: none"><li>• <b>Changes in the Ways of Daily Life</b><ul style="list-style-type: none"><li>- Residential change</li><li>- The change in daily life</li><li>- The change of community</li><li>- Occupational change</li></ul></li></ul>

### Learning Objectives

1. Explain changes in the ways of life of community members.
2. Analyse the causes of changes in the ways of life of community members.
3. Be aware of the effects of changes on the ways of life of community members.
4. Search for simple information of changes in the ways of life of community members.

### Learning Outcomes

1. Search for changes in the ways of daily life of their community members from the past to the present.
2. Explain effects of changes on the ways of life of community members.

### Learning Areas

1. Changes in the Ways of Daily Life
  - Residential change
  - The change in daily life
  - The change of community
  - Occupational change

## Teaching and Learning Activities

### **1<sup>st</sup> - 2<sup>nd</sup> hours (Residential change)**

1. Ask students the question: “How do you know the story of your community?” in Primary Education Smart Plus Textbook Social Studies P.2 on page 113.
2. Ask students if they know the background of the school. Then, encourage them to tell about it.
3. Tell students the background of the school briefly to make them understand the changes of the school from the past to the present.
4. Explain **Residential change** in Primary Education Smart Plus Textbook Social Studies P.2 on page 114.
5. Let students share their opinions about changes in the residences according to the areas where people live for example, the houses in an urban area, the houses in a rural area and the houses on a mountain.
6. Help students to conclude about the factors that cause the residential change.
7. Ask students to draw their dream house and explain the reasons why they draw their dream house like that.

### **3<sup>rd</sup> - 4<sup>th</sup> hours (The change in daily life)**

1. Show students the pictures of the evolution of appliances.
2. Explain **The change in daily life** in Primary Education Smart Plus Textbook Social Studies P.2 on page 115.
3. Discuss the causes of changes and the positive and negative effects of changes with students.
4. Ask students to draw a thing that may change in the future, for example, mobile phone. Let them predict how that thing would change by writing it down in their notebook.
5. Ask students to think about how the COVID-19 pandemic has changed their lifestyles.

### 5<sup>th</sup> - 6<sup>th</sup> hours (The change of community)

1. Ask students the question: What are changes in the ways of daily life of community members?
2. Have students read **The change of community** in Primary Education Smart Plus Textbook Social Studies P.2 on page 116.
3. Ask students to survey changes in the ways of daily life, residences or occupations (select one) of their community members and write it down in their notebook as their homework.
4. Choose some volunteers to read aloud their homework. Explain more.
5. Explain the effects of changes on the ways of life of community members. Give some examples and have students write them down in their notebook.
6. Ask students to search for effects of changes on ways of life of their community members and write the effects in their notebook.

### 7<sup>th</sup> - 8<sup>th</sup> hours (Occupational change)

1. Explain and give students some examples of changes in residences, clothes, occupations, communications, traditions and relationships of community members.
2. Ask students to read **Occupational change** in Primary Education Smart Plus Textbook Social Studies P.2 on page 116.
3. Encourage students to share their opinions about **Let's Think!** in Primary Education Smart Plus Textbook Social Studies P.2 on page 117.
4. Play some clips on YouTube to let students see different careers that have emerged recently such as YouTuber, online seller, beauty blogger, etc.
5. Ask students to search for the jobs that would emerge in the future and write down the reasons in their notebook as their homework.
6. Choose some volunteers to read aloud their homework in the class. Explain more.



### 9<sup>th</sup> hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 2 “**The Change of the Way of Life**”.
2. Guide students to summarise the Learning Areas of Unit 2.
3. Have students do **Practice** in Primary Education Smart Plus Textbook Social Studies P.2 on page 117.
4. Have students work on **Activity** in Primary Education Smart Plus Textbook Social Studies P.2 on page 117.

### **Emphasised Skills:**

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

### **Learning Materials:**

1. Background of school
2. Pictures of the evolution of appliances
3. Pictures of occupational change
4. Clips on YouTube about different careers that have emerged recently
5. Primary Education Smart Plus Textbook Social Studies P.2

## Learning Outcome Form



Name-Surname: ..... No. ....

Prathomsuksa: ..... Date: .....

### Chapter 4 History

### Unit 2 The Change of the Way of Life

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 Thai Culture and Wisdom

### Indicators and learning areas (10 hours)

Indicators	Learning Areas
So4.3 Gr2/1 Specify benefactors of the local area or the nation.	• <b>Benefactors to Communities</b>
So4.3 Gr2/2 Cite examples of culture, tradition and Thai wisdom that they are proud of and should be preserved.	• <b>Thai Culture and Wisdom</b>

### Learning Objectives

1. Specify and recount biographies and merits of benefactors of the local area or the nation.
2. Apply the biographies and merits of benefactors of the local area or the nation learnt to daily life.
3. Explain and cite examples of Thai culture and tradition that they are proud of and should be preserved.
4. Be proud of Thai culture and tradition.
5. Participate in preserving Thai culture, tradition and wisdom that they are proud of.

### Learning Outcomes

1. Specify benefactors of the local area or the nation.
2. Cite examples of culture, tradition and Thai wisdom that they are proud of and should be preserved.

### Learning Areas

1. Benefactors to Communities
2. Thai Culture and Wisdom

## Teaching and Learning Activities

### 1<sup>st</sup> – 5<sup>th</sup> hours (Benefactors to Communities)

1. Encourage students to talk about **Benefactors to Communities**. Ask students to read **Kruba Srivichai** in Primary Education Smart Plus Textbook Social Studies P.2 on page 119. Then, explain more.
2. Refer to page 120 in Primary Education Smart Plus Textbook Social Studies P.2 for the explanation of **Thao Suranaree**.
3. Discuss the following questions with students:
  - 1) How would the country be without those benefactors?
  - 2) What are the benefits we gain from studying the biographies and merits of benefactors of the local area?
4. Conclude the results of discussion and ask students to write down the results in their notebook.
5. Ask students to search for the information about benefactors of their local area as their homework.
6. Conclude about the previous topic. Choose some volunteers to read aloud their homework in the class. Explain more.
7. Cite examples of benefactors of the nation.
8. Ask students to choose and search for the biography of one king of the Chakri dynasty and his royal duties (at least one or two royal duties). Then, ask them to write down their findings briefly in their notebook.
9. Choose 4 to 6 students randomly to read the king's biography and his royal duties that they have searched in the class. Explain more what students read.
10. Conclude the previous topic.
11. Ask students to create a photobook about the biography and duties of a benefactor of the local area or the nation whom they are interested in.
12. Guide students to follow and apply the conduct of benefactors of the local area or the nation learnt in topic “Benefactors to Communities” to their daily life.

## 6<sup>th</sup> - 9<sup>th</sup> hours (Thai Culture and Wisdom)

1. Show students a picture of kids paying respect to the elders, a picture of people wearing the traditional Thai costumes, pictures of Songkran and Loy Krathong festivals. Ask students if they have ever performed what people in the pictures do before or not and what each picture is about. Let students answer the questions.
2. Conclude the previous activity.
3. Explain more **Thai language**, **Thai manners** and **Thai food** in Primary Education Smart Plus Textbook Social Studies P.2 on pages 121 and 122. Then, ask students to conclude these subtopics in their notebook.
4. Ask students to find information about the traditional Thai costume. Let them paste a picture of the traditional Thai costume on a paper and describe it.
5. Ask students to read **Thai tradition** on page 123 in Primary Education Smart Plus Textbook Social Studies P.2.
6. Ask students to search for two more examples of Thai traditions and write the examples down in their notebook as their homework.
7. Have students create a photobook about national food and national costumes of each country in ASEAN.
8. Ask students to search for the meaning and importance of Thai tradition including the traditions that are related to people's lives, religions and festivals. Then write down the information in their notebook as their homework.
9. Show students pictures or videos about Thai wisdom. Then explain the meaning and each type of Thai wisdom which includes Thai wisdom used in building houses, cooking, making clothes and helping to prevent or cure diseases. Divide students into groups of 4 to 6 persons and let them conclude this topic together by writing it down in their notebook.
10. Ask students to inquire their parents about the wisdom used in producing the four basic human needs in their community as their homework and answer the question: Which one of the four basic human needs produced by wisdom is the most outstanding in students' community?
11. Explain more **Local wisdom** in Primary Education Smart Plus Textbook Social Studies P.2 on pages 123 and 124.

### 10<sup>th</sup> hour (Conclusion)

1. Guide students to summarise the lesson learnt in Unit 3 “**Thai Culture and Wisdom**”.
2. Guide students to summarise the Learning Areas of Unit 3.
3. Have students do **Practice** in Primary Education Smart Plus Textbook Social Studies P.2 on page 125.
4. Ask students to carry out **Activity** in Primary Education Smart Plus Textbook Social Studies P.2 on page 125.
5. Encourage students to evaluate themselves by filling in **Evaluation Form** on page 128 in Primary Education Smart Plus Textbook Social Studies P.2.
6. To test students’ understanding of this chapter, ask students to work on **TEST** in Primary Education Smart Plus Textbook Social Studies P.2 on pages 129 and 130.

### 6 hours (Projects)

#### 1<sup>st</sup> – 2<sup>nd</sup> hours (Little Historians)

1. Ask students to study the local wisdom found in their community.
2. Divide students into groups of four persons.
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 community.
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.2 on page 126.
7. Ask students to conclude the local wisdom found in their community that they have searched by writing it down in a brochure in Thai, English or any languages (select one). Teach students how to make a brochure and ask them to design their brochure.
8. Have each group present their research and brochures in the class.

9. Place students' brochures at the library or any places in the school where other students can see and read.

### 3<sup>rd</sup> - 4<sup>th</sup> hours (Little Gallery)

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

#### **Exhibition is 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, etc. Certain activities can be held at an exhibition as well for example, 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 “Cultural sites in our community”, referring to **Little Gallery** on page 127 in Primary Education Smart Plus Textbook Social Studies P.2. 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 the 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 127 in Primary Education Smart Plus Textbook Social Studies P.2.



### **5<sup>th</sup> - 6<sup>th</sup> hours (Little Guide)**

Refer to **Little Guide** on page 127 in Primary Education Smart Plus Textbook Social Studies P.2. 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.2 on page 127.

#### **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 kids paying respect to the elders
2. A picture of people wearing the traditional Thai costumes
3. Pictures of Songkran and Loy Krathong festivals
4. Pictures or videos about Thai wisdom
5. A video about holding an exhibition
6. Primary Education Smart Plus Textbook Social Studies P.2

## Learning Outcome Form



Name-Surname: ..... No. ....

Prathomsuksa: ..... Date: .....

### Chapter 4 History

### Unit 3 Thai Culture and Wisdom

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:  
Thai Culture  
and Wisdom**

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 Life and the Environment

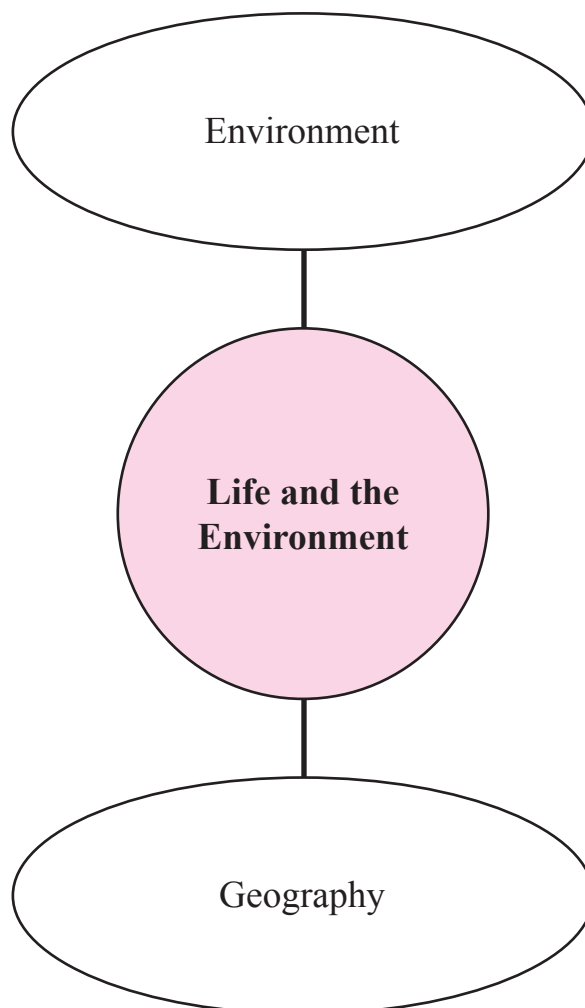
### Strand 5: Geography

(16 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 Environment

## Indicators and learning areas (8 hours)

Indicators	Learning Areas
<b>So5.1 Gr2/1</b> Specify various natural and man-made things seen between home and school.	<ul style="list-style-type: none"><li>• <b>Meaning of Environment</b></li></ul>
<b>So5.2 Gr2/1</b> Explain the importance and value of natural and social environments.	<ul style="list-style-type: none"><li>• <b>Importance of Environment</b><ul style="list-style-type: none"><li>- Importance of natural environment</li><li>- Importance of man-made environment</li></ul></li></ul>
<b>So5.2 Gr2/2</b> Distinguish and cost-effectively use depleting and non-depleting natural resources.	<ul style="list-style-type: none"><li>• <b>Natural Resources</b></li></ul>
<b>So5.2 Gr2/4</b> Participate in rehabilitating and improving the environment in school and in the community.	<ul style="list-style-type: none"><li>• <b>Changes in Natural Environment</b></li><li>• <b>Preservation and Restoration of Environment</b></li></ul>

### Learning Objectives

1. Understand the meaning of environment.
2. Understand natural resources.
3. Realise the importance of environment.
4. Understand the changes in natural environment.
5. Understand the preservation and restoration of environment.

### Learning Outcomes

1. Describe the meaning of environment.
2. Categorise natural resources into exhaustible natural resources.  
inexhaustible natural resources and renewable natural resources.
3. State the importance of environment towards human lives.
4. Analyse the changes that happen in the natural environment.
5. List the ways to preserve and restore the environment.

## Learning Areas

1. Meaning of Environment
2. Natural Resources
3. Importance of Environment
  - Importance of natural environment
  - Importance of man-made environment
4. Changes in Natural Environment
5. Preservation and Restoration of Environment

## Teaching and Learning Activities

### **1<sup>st</sup> – 2<sup>nd</sup> hours (Meaning of Environment)**

1. Discuss and review the meaning of environment.
2. Refer to the two pictures of environment on page 133 in Primary Education Smart Plus Textbook Social Studies P.2. Ask students to compare and how to categorise them into natural environment and man-made environment.
3. Show students pictures of other environments and let them discuss and categorise the pictures.
4. Explain environments can classify into two types which are natural environment and man-made environment.
5. Ask students to give more examples of natural environment and man-made environment. Write down on the board and ask students to conclude them in their notebook.
6. Let students share their opinions of **Let's Think!** in Primary Education Smart Plus Textbook Social Studies P.2 on page 134. After that, make a summary.
7. Have students do the **Activity 1** in Primary Education Smart Plus Textbook Social Studies P.2 on page 134 as their homework.

### **3<sup>rd</sup> – 4<sup>th</sup> hours (Natural Resources)**

1. Review the meaning and type of environment from the last hour.
2. Draw table to classify environment into two types. Let students give examples of environment. Write them at the table on the board.

3. From the two groups of natural environment and man-made environment,
  - a. Which environment originated naturally?
  - b. How do humans utilise the materials from the natural environment?  
Will these materials deplete?
  - c. If we further categorise natural environment, how many types are there?
4. Show students pictures of coal, sunshine and wild animals. Ask them to discuss based on the questions below:
  - a. Which one is originated naturally?
  - b. How do human utilise them?
  - c. Which one will be used up?
  - d. Which one can be replaced?

Make a summary about natural resources.
5. Guide students to summarise that natural resources refer to the resources that are originated naturally and humans utilise them. It can be categorised into three types which are exhaustible natural resources, inexhaustible natural resources and renewable natural resources.
6. Ask students to list a few examples of natural resources and categorise them accordingly.
7. Let students share their opinions of **Let's Think!** in Primary Education Smart Plus Textbook Social Studies P.2 on page 136. Then, make a summary.
8. Ask students to do **Activity 2** in Primary Education Smart Plus Textbook Social Studies P.2 on page 136 as their homework.

### 5<sup>th</sup> hour (Importance of Environment)

1. Show students two pictures of a plantation and a market. Then, discuss based on the following questions:
  - a. Name the environments in both pictures.
  - b. Are both environments important?
  - c. Do these environments effect human lives? How?
2. Refer to the pictures shown in Primary Education Smart Plus Textbook Social Studies P.2 on pages 137 and 138. Then, let them share their opinions about the importance of both environments to human lives.

3. Divide students into groups to list the importance and benefits of natural environment and man-made environment to humans. Then, ask each group to present in front of the class.
4. Guide students to summarise about the importance of environment towards human lives.
5. Ask students to do **Practice 1** in Primary Education Smart Plus Textbook Social Studies P.2 on page 139.

#### 6<sup>th</sup> hour (Changes in Natural Environment)

1. Describe the news of natural disaster caused by the changes in environments for example; flood and drought etc. After that, let groups of students discuss by giving them the following questions:
  - a. How does the natural disaster affect?
  - b. Why do natural disasters happen?
  - c. Analyse the trend of natural disaster caused by the changes in environments.
2. Refer to page 140 in Primary Education Smart Plus Textbook Social Studies P.2 about **Changes in Natural Environment**. Discuss how these changes affect us and other living things.
3. Guide students to summarise about the changes in environment.
4. Ask students to do **Practice 2** in Primary Education Smart Plus Textbook Social Studies P.2 on page 141.
5. Ask students to think of other changes due to humans. How do these changes affect us? Ask them to present in the class.

#### 7<sup>th</sup> hour (Preservation and Restoration of Environment)

1. Show students videos, articles or news about littering and recycling campaigns. Ask them to observe their own behaviours and share their opinions on how to discard garbage properly. Then, have them make a summary.
2. Divide students into a few groups. Ask each group to brainstorm for a few examples of how to preserve the environment. Discuss and conclude the most effective and practical method.

3. Refer to pages 142 to 143 in Primary Education Smart Plus Textbook Social Studies P.2. After that, make a summary.
4. Ask students to do **Practice 3** on page 144 in Primary Education Smart Plus Textbook Social Studies P.2.
5. Group students into six each. Ask each group to make an advertising board to promote rehabilitating and improving the environment. Also, let them hold an exhibition in the hall.

### **8<sup>th</sup> hour (Conclusion)**

1. Guide students to summarise the lesson learnt in Unit 1 “**Environment**”.
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.2 on pages 145 and 146.

**Remark:** Special Features: **Let’s Take a Tour** on page 147; **Finding Hidden Treasure** on page 148; and **Weather Reporters** on page 148 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 natural and man-made environments
2. Pictures of natural resources
3. Pictures showing environment utilisation in daily life
4. News about the changes in the environment and the effects
5. Videos, articles or news about littering or recycling campaigns
6. Primary Education Smart Plus Textbook Social Studies P.2



## Learning Outcome Form



Name-Surname: ..... No. ....

Prathomsuksa: ..... Date: .....

### Chapter 5 Life and the Environment

### Unit 1 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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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 Geography

### Indicators and learning areas (8 hours)

Indicators	Learning Areas
<b>So5.1 Gr2/2</b> Specify simple positions and physical characteristics of various things appearing on the globe, maps, diagrams and photographs.	<ul style="list-style-type: none"><li>• <b>Location</b></li><li>• <b>Geographic Tools</b></li></ul>
<b>So5.2 Gr2/3</b> Explain relationships of phenomena between the Earth, the Sun and the Moon.	<ul style="list-style-type: none"><li>• <b>The Earth and Natural Phenomena</b><ul style="list-style-type: none"><li>- Earth's rotation</li><li>- The Earth's orbit around the Sun</li><li>- Orbits of the Moon around the Earth and the Sun</li></ul></li></ul>
<b>So5.2 Gr2/3</b> Explain relationship of seasons and human lives.	<ul style="list-style-type: none"><li>• <b>The Earth and Natural Phenomena</b><ul style="list-style-type: none"><li>- Human life during different seasons</li></ul></li></ul>

### Learning Objectives

1. Understand how to describe locations.
2. Understand the geographic tools.
3. Understand the natural phenomena due to the positioning of the Sun, the Earth and the Moon.

### Learning Outcomes

1. Describe locations.
2. Analyse globe, plans, maps and photographs.
3. Describe occurrence of day and night.
4. Describe occurrence of seasons.
5. Describe occurrence of lunar phases.
6. Describe human life during different seasons.

## Learning Areas

1. Location
2. Geographic Tools
3. The Earth and Natural Phenomena
  - Earth's rotation
  - The Earth's orbit around the Sun
  - Orbits of the Moon around the Earth and the Sun

## Teaching and Learning Activities

### **1<sup>st</sup> hour (Location)**

1. Using the diagram in Primary Education Smart Plus Textbook Social Studies P.2 on page 150, get students to answer these questions:
  - a. Where is the canteen?
  - b. Where is the basketball court from the Building 3?
  - c. Where is the library?
2. Guide students to discuss on how to describe the position of some specified places. Use words such as left, right, next to, near, opposite, up, down, far, close, north, south, east and west. Then, make a summary.
3. Divide students into two groups. Let students play game to guess the location of places in the school. Each group has ten quizzes to ask other groups. The quiz starts with a group poses a question asking position of a place and the others will have to answer it correctly. The group that can answer all of ten quizzes of others will be the winner.
4. Have students do **Practice 1** in Primary Education Smart Plus Textbook Social Studies P.2 on page 151.
5. Ask students to describe the position of their house from the school as their homework.

### **2<sup>nd</sup> – 4<sup>th</sup> hours (Geographic Tools)**

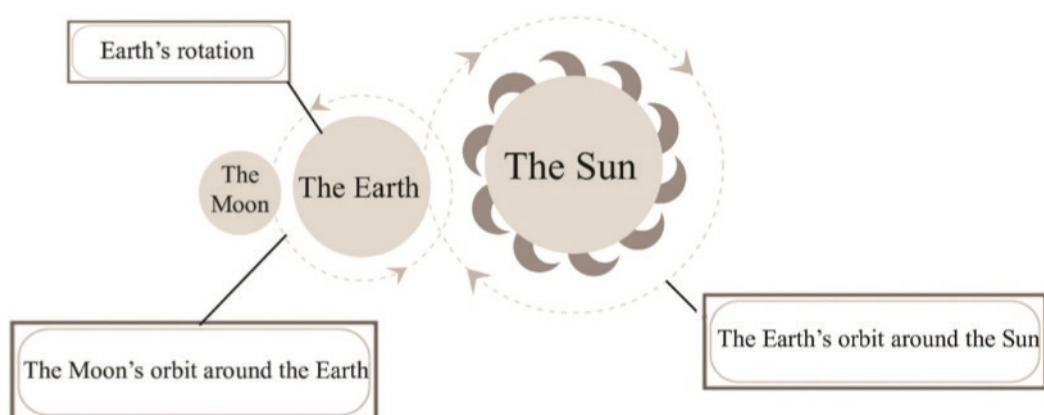
1. Show students a **globe**. Ask them to study it based on the questions below:
  - a. What is the shape of the globe? What does it look like?
  - b. What can you see on the globe?
  - c. Where is Thailand? How big is Thailand?

2. Guide students to understand a globe such as the geographical curve, location of Thailand. The equator and our islands etc. Then, make a summary of the globe.
3. Let students draw and paint a globe. Write things they see on the globe as their understanding.
4. Together with students, make a simple plan to show a destination such as a landmark or a mall or a hospital or a temple from your school. Show on the plan the way to get to the destination from your school.
5. Refer to page 152 in Primary Education Smart Plus Textbook Social Studies P.2 for **plan** and make a summary of learning points of plan.
6. Carry out Question 1 in **Practice 2** in Primary Education Smart Plus Textbook Social Studies P.2 on page 154 as their homework.
7. Show students the map of Thailand and discuss based on the following questions:
  - a. What are the characteristics of map?
  - b. Where is Bangkok? Where is your town?
  - c. Where is Phuket?
  - d. What do the colours represent?
  - e. What are the names of the seas that surround Thailand?
  - f. What is the characteristic of the given map?
  - g. What do the symbol and mark shown on the map mean?
8. Students may refer to the **map** on page 153 in Primary Education Smart Plus Textbook Social Studies P.2.
9. Ask students to compare between a plan and a map. Write answers on the board. After that, make a summary.
10. Show a detailed map and ask students to study it. Explain the symbols used. Identify a few important places on the map.
11. Ask students to do Question 2 in **Practice 2** in Primary Education Smart Plus Textbook Social Studies P.2 on page 155.
12. An instructor with groups of students shares their opinions that apart from geographic tools, are there any others to help us know about geo-data?

13. Show students some geographical photographs and let them study the geographical photographs. After that, let them share their opinions based on the following questions:
  - a. Where has the location of the geographical photographs been taken?
  - b. What are the benefits of geographical photographs?
  - c. What are the benefits of using geographical photographs by an explorer?
14. Guide students to summarise geographical photographs have some physical characteristics of various things appearing on the globe that are useful for some exploration.
15. Ask students to do Question 3 in **Practice 2** in Primary Education Smart Plus Textbook Social Studies P.2 on page 155 as their homework.
16. Guide students to make a learning point summary of utilisation of geographical tools.

### 5<sup>th</sup> – 7<sup>th</sup> hours (The Earth and Natural Phenomena)

1. Show students the pictures of the Sun, the Earth and the Moon, then let them discuss based on the following questions:
  - a. When can you see the Sun and the Moon?
  - b. Are the Sun and the Moon important towards human lives?
  - c. Explain the meaning of the Earth?
2. Guide students to study about the Sun, the Earth and the Moon. After that, make a summary on the board.
3. Draw a picture to show the positions of the Sun, the Earth and the Moon on the board. Then, use three balls of different sizes to represent them for explanation.



4. Guide students to understand that the Earth is a planet and the Moon is a satellite. Make them understand that the Earth rotates on its axis while moving around the Sun at the same time. The Moon also rotates on its axis while moving around the Earth.
5. Guide students to discuss about daytime and night-time based on the following questions:
  - a. When can we see the Sun every day?
  - b. When does the Sun set daily?
  - c. Why can we not see the Sun at night?
6. Give students some challenging questions:
  - a. Why does the Sun rise in the morning time and set in the evening?
  - b. How do day and night occur?
7. Refer to page 156 in Primary Education Smart Plus Textbook Social Studies P.2 about **Daytime and Night-time**.
8. Explain about how day and night occur using a ball to represent the Earth and a torch to represent the Sun.
9. Ask students to do Question 1 in **Activity** on page 160 in Primary Education Smart Plus Textbook Social Studies P.2 as their homework.
10. Show students three pictures of seasons which are summer, rainy and winter and let them share their opinions based on the following questions:
  - a. What do the pictures show?
  - b. How many seasons do we have and how long does each take?
  - c. How does the changing in seasons effect to human lives?
  - d. Why do seasons occur?
11. Refer to pages 157 and 158 in Primary Education Smart Plus Textbook Social Studies P.2 about **Seasons** and make a summary.
12. Explain how seasons occur using different balls to represent the Earth and the Sun. After that, make a summary.
13. Refer to the pictures in Primary Education Smart Plus Textbook Social Studies P.2 on page 157. Discuss based on the questions below:
  - a. Which picture represents which season in Thailand?
  - b. Why does the boy in the pictures dress differently?
  - c. Apart from dressing, how are we affected by the different seasons?

14. Guide students to summarise the importance of seasons to human lives.
15. Ask students to do Question 3 in **Activity** in Primary Education Smart Plus Textbook Social Studies P.2 on page 160.
16. Assign students to observe the Moon and draw its shape for a week as their homework.
17. Discuss about the shapes of the Moon observed for a week.
  - a. Why the shape of the Moon differs every night?
  - b. When can we see the full moon and when can we not see the Moon?
18. Refer to pages 159 and 160 in Primary Education Smart Plus Textbook Social Studies P.2 about **The waxing and waning moon**.
19. Explain about the phenomena of waxing and waning moon and make a summary.
20. Ask students to do Question 2 in **Activity** in Primary Education Smart Plus Textbook Social Studies P.2 on page 160.
21. Summarise about the orbit and the rotation of the Sun, the Earth and the Moon that cause some natural phenomena and effect to human lives and its existence.

### **8<sup>th</sup> hour (Conclusion)**

1. Guide students to summarise the lesson learnt in Unit 2 “**Geography**”.
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.2 on pages 161 and 162.
4. Encourage students to evaluate themselves by filling in **Evaluation Form** on page 166 in Primary Education Smart Plus Textbook Social Studies P.2.
5. To test students’ understanding of this chapter, ask students to work on **TEST** in Primary Education Smart Plus Textbook Social Studies P.2 on pages 167 to 168.

**Remark:** Special Features: **Let’s Take a Tour** on pages 163 to 164; **Weather Reporters** on page 164; and **Finding Hidden Treasure** on page 165 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. A globe
2. Various plans
3. Thailand map
4. Various photographs
5. Pictures of the Sun, the Earth and the Moon
6. Picture or video showing the relationships between the Sun, the Earth and the Moon
7. Pictures of three seasons which are summer, rainy and winter
8. Pictures of human lives in each season
9. Pictures of phenomena about waxing and waning moon
10. Balls
11. Torch
12. Primary Education Smart Plus Textbook Social Studies P.2



## Learning Outcome Form



Name-Surname: ..... No. ....

Prathomsuksa: ..... Date: .....

### Chapter 5 Life and the Environment

### Unit 2 Geography

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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