



MINISTRY  
OF  
EDUCATION, YOUTH & INFORMATION  
*Every Child Can Learn, Every Child Must Learn*

# HEALTH AND FAMILY LIFE EDUCATION CURRICULUM GRADES 7-8

NEW EDITION



STUDENTS MAKE BETTER CHOICES WHEN THEY LEARN LIFE SKILLS

# HEALTH AND FAMILY LIFE EDUCATION CURRICULUM

**GRADES 7-8**  
**NEW EDITION**



Ministry of Education and Youth, Jamaica. 2023 ©

# T A B L E O F C O N T E N T S

Acknowledgements	IV
Messages	VII
Introduction	XIII
Why Health and Family Life Education	XIII
What are Life Skills	XIV
Why Teach Life Skills in Schools	XIV
Life Skills Methodology in the Classroom	XV
Organisation of the Curriculum	XVI
Theme: Self and Interpersonal Relationships	XVII
Theme: Safety and Security	XVIII
Theme: Sexuality and Sexual Health	XVIII
Theme: Appropriate Eating and Fitness	XIX
Theme: Managing the Environment	XIX
Notes for the Teacher:	
Tips on Teaching the Scope and Sequence	XIX
Life Skills Definitions	XXII
Types and Categories of Life Skills	XXIV
Translating Skills Instruction into Steps	XXVI

<b>Grade 7</b>	<b>1</b>
Self and Interpersonal Relationships	1
Regional Standards and Core Outcomes	2
Scope and Sequence	3-42
Resources	43-46
Safety and Security	47
Regional Standards and Core Outcomes	49
Scope and Sequence	50-88
Resources	89-92
Sexuality and Sexual Health	94
Regional Standards and Core Outcomes	95
Scope and Sequence	97-128
Resources	129-133
Appropriate Eating and Fitness	134
Regional Standards and Core Outcomes	136
Scope and Sequence	137-162
Managing the Environment	163
Regional Standards and Core Outcomes	165
Scope and Sequence	166-192
Resources	193
Sample Lesson Plans – Grade 7	194-201

**Grade 8**

Self and Interpersonal Relationships	202
Regional Standards and Core Outcomes	203
Scope and Sequence	204-238
Resources	239
Safety and Security	240
Regional Standards and Core Outcomes	242
Scope and Sequence	243-291
Resources	292-295
Sexuality and Sexual Health	296
Regional Standards and Core Outcomes	298
Scope and Sequence	299-334
Resources	335-341

**202**

Appropriate Eating and Fitness	342
Regional Standards and Core Outcomes	344
Scope and Sequence	345-370
Managing the Environment	372
Regional Standards and Core Outcomes	373
Scope and Sequence	375-407
Sample Lesson Plans – Grade 8	408-417
Appendix	418
Mental Health & High School Curriculum Guide	419
Glossary	443
References	445

## A C K N O W L E D G E M E N T S

The Ministry of Education and Youth would like to acknowledge the United States Agency for International Development (USAID), the United Nations Children Fund (UNICEF), the National Health Fund and the Food and Agricultural Organization of the United Nations (FAO) for supporting the development of the new Health and Family Life Education Curriculum.

This new HFLE Curriculum is the result of a truly collaborative effort between the Ministry of Education and Youth, government organizations such as the Ministry of Health, the National Environment and Planning Agency and the Community Safety and Security Branch in the JCF, as well as key civil society organizations, all of who provided guidance and recommendations throughout the development process.

The new guide, while retaining its alignment with the CARICOM Framework for Health and Family Life Education (HFLE), places increased emphasis on reflective teaching and the affective domain of Health and Family Life Education. Additionally, it includes a new theme, Safety and Security, which strengthens efforts to cater to the holistic development of students.

The Ministry of Education and Youth gratefully acknowledges the hard work of the Health and Family Life Education Team, the writers of the new HFLE Curriculum, and the contributions of the HFLE Master Trainers and technical advisors who generously gave their time to support the development process:

- Dr. Clover Hamilton-Flowers – ACEO, Core Curriculum Unit, who provided support throughout the process

### **Current and former members of the HFLE Team who developed the curriculum:**

- Mrs. Anna-Kay Magnus Watson – National Coordinator, HFLE
- Ms. Marie Hayden – Former HFLE Officer
- Ms. Wendy Mullings – HFLE Officer

**Special thanks to those persons who contributed to the writing of the Safety and Security Theme:**

- ASP Coleridge Minto, Director of Safety and Security, MOEY
- Mr. Richard Troupe, Safety and Security Coordinator, Safety and Security Unit, MOEY
- Mr. Carl Sterling, Safety and Security Coordinator, Safety and Security Unit, MOEY
- Corporal Ricardo McCalpin, Community Safety and Security Branch (CSSB), JCF
- Sgt. Antoinette Morrison, Major Organized Crime and Anti-Corruption Agency (MOCA), JCF
- Detective Inspector Pauline J Pink Bond – Attorney at Law, CISOCA
- Mrs. Lesa James-Richardson – HFLE Master Trainer and Guidance Counsellor
- Ms. Jewell Campbell – HFLE Master Trainer
- Ms. Tashana Harris – Dean of Discipline

**The Ministry of Education and Youth wishes to acknowledge Ms. Kellie Magnus, who edited the curriculum as well as the Ion Communications Team, who formatted the document.**

## V I S I O N F O R T H E H E A L T H A N D F A M I L Y L I F E E D U C A T I O N S C O P E A N D S E Q U E N C E

To provide a positive environment in which students can develop the skills required to make healthy life choices, maintain the behaviours that make for their good health and support a better society through the training of teachers and the development of the Health and Family Life Education curriculum.

## M I S S I O N S T A T E M E N T

To enable students, through a life skills-focused education process, to achieve their potential and assure their healthy contribution to the social, cultural and economic development of Jamaica.

## MESSAGE



The new Health and Family Life Education (HFLE) Curriculum guide represents a paradigm shift from its predecessor. Not only does it feature a new theme – Safety & Security, this new document focuses more explicitly on values along with the development of Life Skills, for psycho-social competence. Students are expected to acquire these skills and values through guided learning experiences both within and outside the classroom. HFLE, then, is a curriculum initiative that not only reinforces the connection between health and education but also uses a holistic approach within a planned and coordinated framework. It is perceived as a viable way to bridge existing gaps to enable young persons to attain the high levels of educational achievement and productivity required for the 21st century.

Recognizing the role that HFLE has played and will continue to play in the development of Jamaica's adolescents and youth, the MOEY's Curriculum Unit must also be acknowledged for the development of this Resource Handbook which will enable our teachers to be better prepared to deliver the programme at local levels.

The social dynamics within which our children and teachers operate are changing in a manner that places new demands on their psyche and the resultant relationships within and outside of the classroom. These changes require a new way of thinking on the part of teachers and school administrators to create a learning environment that motivates students to seek knowledge and become agents in their learning process.

There is the perception that traditional curricula do not ensure that children and youth achieve their full potential as citizens. We have taken steps to ensure the NSC curricula are relevant and that we change perceptions by

delivering better educational results. We also recognize that increasing social pressures are impacting young persons in ways that call for a shift in the teaching and learning process. Teachers are finding that young people are apt to question many things in contrast to prior generations that were more accepting. Therefore, the role of teaching has to adapt to the fact that young people have more information available to them than at any other time in our history. As a result, schools have a tremendous opportunity to utilize access to this large expanse of information to remain relevant and to adequately prepare young people for their various life roles. The paradox is that schools are more relevant now in an age of exploding information and therefore should position themselves to be key agencies to also redress societal ills. HFLE seeks to do just that.

HFLE is a comprehensive, life skills-based programme, which focuses on the development of the whole person in that it:

- Enhances the potential of young persons to become productive and contributing adults/citizens.
- Promotes an understanding of the principles that underlie personal and social well-being.
- Fosters the development of knowledge, skills and attitudes that make for healthy family life.
- Provides opportunities to demonstrate sound health-related knowledge, attitudes and practices.
- Increases the ability to practice responsible decision-making about social and sexual behaviour
- Aims to increase the awareness of children and youth of the fact that the choices they make in everyday life profoundly influence their health and personal development into adulthood.



This comprehensive resource guide will assist in the preparation of our teachers, who have been the central facets of all efforts from the inception. This emphasis has been in recognition of their strategic position to help children and young people grow, learn, and mature into citizens capable of leading healthy, personally satisfying, socially and economically productive lives. In more recent times, the case for teacher preparation now includes benefits to teachers themselves, their schools, and the wider community at large.

The purpose of this guide is to provide teachers with materials and resources to implement the Health and Family Life Education Curriculum. This guide builds on the foundation of the Regional CARICOM Framework for HFLE, which sets out the HFLE philosophy and standards for teaching and identifies the desired knowledge, skills and behavioural outcomes for students. Unit themes and the content of lessons are responsive to the many health and social challenges in Jamaica, including Character Education, HIV/AIDS, violence and substance abuse. The Guide thus provides schools and teachers with a concrete tool for HFLE implementation. Through the implementation of HFLE lessons in diverse school settings and communities, the goal is to have a positive impact on student health, which in turn, relates to school attendance and learning.

HFLE has the power to change the propensity of our young people to engage in risky behaviour and consequently can help lessen the effects of unhealthy lifestyles which are established during childhood and adolescence. Opportunities are provided for teachers to explore a range of pedagogical approaches and alternative forms of assessment designed to facilitate the delivery and assessment of the Health and Family Life Education Programme. Teachers have been trained to implement the curriculum in school-based workshops. It is expected that their experiences, together with this Curriculum Guide, will make possible the positive behaviour change manifested through individual and collective social action. It is hoped that this revised HFLE Curriculum will give teachers the capacity to provide culturally relevant, gender-sensitive and high-quality experiences for our children. We expect that these will assist them in becoming psycho-socially competent and closer to that notion of the ideal Jamaican, one who is peace-loving, global in outlook and has a thirst for knowledge.

Thank you HFLE team!

**The Honourable Fayval Williams, MP**

**Minister of Education and Youth**



Education is learning that results from the sustained effort to transmit and acquire knowledge, values, attitudes and skills. Our school system also plays a critical role in shaping the characters and values of our nation's youth. The Ministry of Education and Youth addresses this responsibility through various disciplines in the National Standards Curriculum and the Health and Family Life Education curriculum has a direct role to play in this area. This comprehensive curriculum reflects the application of the best Jamaican minds to Jamaica's most pressing challenge — helping our youth to become the kind of citizens we need to realise our ambition of making Jamaica the place of choice to live, work and raise families.

The HFLE Curriculum creates both the space and opportunities for students to think about who they want to be and how they respond to the plethora of challenges facing them. It introduces them to complex topics, in age-appropriate ways, circling back to explore critical topics further as they advance from early childhood to primary school, and then secondary school. This curriculum focuses on practical exercises and scenario-based learning, allowing students to apply their contextual knowledge in ways that are developmentally appropriate.

Many of the topics in this curriculum are challenging to the sensibilities of some among us. However, they are topics that we as a society have to learn to discuss calmly and respectfully. Allowing students the opportunity to discuss these issues not only strengthens their ability to handle them in real life but also lessens the psychic burden students

often face in dealing with complex issues on their own, freeing them of emotional barriers that are hindrances to their learning across curricula areas.

The development of this curriculum is due to the tireless work of the HFLE Team. I congratulate and thank them for their service — their work will help to strengthen the fabric of Jamaican society for generations to come.

I look forward to supporting the team in the implementation of the curriculum.

**Mrs Maureen Dwyer, BH (M), JP**

**Permanent Secretary (Acting)**

**Ministry of Education and Youth**

## MESSAGE



Education is the means by which any society can re-create itself in future generations. Cognizant of this fact, the Ministry of Education and Youth (MoEY) has positioned the National Standards Curriculum (NSC) as an important avenue through which the identity of future generations can be positively impacted.

Transformation requires sacrifice. Rebuilding Jamaica's education sector to position our students to better serve our national needs and participate in the evolving global economy is the daunting task the Ministry of Education and Youth faces daily.

The development of the HFLE Curriculum is one example of how sacrifice pays off. Through the hard work of the HFLE Team in the Curriculum Unit, we have developed new curricula for the primary and secondary school levels that address the wide range of personal, interpersonal, health and environmental issues that affect our students, both during their school years and long after.

This new curriculum has been revised to strengthen the life skills and values focus, realising the challenges our learners face in their daily lives. Further, the curriculum is aligned with the CARICOM Regional Framework for Health and Family Life Education but introduces a new theme, Safety and Security, which seeks to address some of the

unique issues that we face as a Jamaican society.

As with all our curriculum implementation efforts, the MoEY will continue to provide ongoing training/coaching support for all relevant stakeholders and provide the necessary learning resources required to bring the curriculum alive for students.

We are excited to present this new version of the HFLE curriculum and look forward to engaging a wide cross-section of stakeholders in its implementation.

### **Capt. Kasan Troupe, Ed. D, JP**

**Chief Education Officer (Acting)**

**Ministry of Education and Youth**



The National Standards Curriculum (NSC) rests on the belief that all learners are endowed with the capabilities, gifts and talents to fulfil their divine purpose. These attributes are to be further enhanced or improved in a nurturing, inspiring and inclusive environment, one that caters to the whole person (soul, spirit and body - spiritual, emotional, social, physical and mental). As learners assume their roles and responsibilities individually and as communities of learning in such an environment, they become critical-reflexive thinkers, creative problem solvers, effective communicators and natural collaborators.

The new Health and Family Life Education Curriculum (HFLE) aims to better support the psychosocial development of our students and prepare them to manage the difficulties of today's societies in ways that are healthy and productive.

Through this curriculum, with its new theme and a greater emphasis on values, students will need to think about change at the individual level, but also at the level of the family, school, community and global levels. Ultimately, the HFLE Curriculum is one that needs to be adopted by all of us engaged in youth and community work. It aligns with other innovations of the Ministry of Youth and Education, including the Character Education programme to be implemented and the National Civics Curriculum, that prioritises thinking and discussion about who we are, and not just what we know.

The HFLE Curriculum also requires change at the classroom level. It calls for a more critical and reflective practice that prioritises conversation over didactic instruction and recognizes the value of the knowledge students bring with them to the classroom. By integrating multimedia resources, drama and opportunities for self-expression, the HFLE Curriculum seeks to meet students where they are, addressing topics in the way they encounter them and taking the lessons learned beyond the classroom.

The HFLE Curriculum illustrates the MOEY's more progressive approach to assessment, focusing on this element as opportunities for students to learn and self-correct while getting feedback and feedforward information from peers and facilitators. We believe that this approach allows learners to develop self-confidence and become intrinsically motivated.

The HFLE Curriculum addresses some of the most pressing problems facing us in Jamaica. As such, it gives us an opportunity to help our students to become more competent at resolving these issues. Our focus is not solely on teaching concepts, but on teaching critical thinking, self-expression and interpersonal communication skills that can redound through every aspect of our society.

Congratulations to the development team. Best wishes as we play our part in implementing this innovative curriculum.

## **Dr Clover Hamilton Flowers**

**Deputy Chief Education Officer (Acting),  
Curriculum and Support Services,  
Ministry of Education and Youth**

## MESSAGE



The role of the Core Curriculum Unit in the Ministry of Education and Youth is to provide the school system with curricula that support the holistic development of all students. These HFLE Curricula reflect our commitment to the development of materials that are relevant, student-centred and comprehensive. We are particularly proud of these curricula as they address real challenges our learners face and if implemented appropriately will support their growth and development into productive, committed citizens.

The HFLE Curriculum is designed to support learners at all levels in the school system to identify and express their emotions, handle interpersonal conflicts and tackle important social and environmental issues. The methodologies through which HFLE is taught allow students to develop life skills including communication, collaboration, critical thinking and creativity. Like the other NSC curricula, these skills and attributes supported by the HFLE Curriculum, are critical for students to successfully assume their core life roles.

The approach to teaching the HFLE Curriculum allows learners to bring in their lived experiences. It recognizes and prioritises Jamaican culture and supports learners in making connections across disciplines. The exercises and activities herein will provide learners with real-life opportunities for them to gain insights that will last for a lifetime. In dealing with topics like drug use, sexual behaviour, anger management, and conflict resolution as well as more traditional topics like academic performance and positive social adjustment, we hope to support our learners in being both better students and better Jamaicans.

**Sadpha Bennett, B.Ed., EMEM**

**Assistant Chief Education Officer (Acting),  
Curriculum Unit**

Health and Family Life Education (HFLE) was first introduced into the curriculum of primary schools in 1998 as Family Life Education. Though the programme achieved some successes, it was argued that given the challenges that children and adolescents face in their daily lives, a more definitive life skills focus was required to help students manage the situations they encounter. In 2006 a CARICOM Regional Framework was developed for Health and Family Life Education and in 2007, the Ministry of Education revised its curriculum to align with the regional framework and incorporate a more life skills-based focus.

Over the years, the HFLE curriculum in Jamaica has undergone a series of revisions to remain current and address the growing health and social issues affecting Jamaican children. This new edition of the Health and Family Life Education curriculum is organized to reflect a focus on life skills as well as values that will support the holistic development and good character of students.

### **Why Health and Family Life Education?**

The National Standards Curriculum addresses the affective domain through the various disciplines that have been included as components that are to influence the profile of the learners as critical and creative thinkers who are able to communicate and collaborate effectively. Unfortunately, however, attention is not always given to the development of the affective domain when facilitating the teaching and learning of some disciplines.

Additionally, the increasing social pressures that students face have resulted in a greater challenge in teaching for affective development, as teachers are finding that young people are becoming more disruptive and are exhibiting behaviours that indicate their struggle with health and emotional issues. Without the appropriate intervention measures, the significant decline in academic performance and the escalation of maladaptive behaviours in some learners will continue.

Schools are now seen as key agencies to address some of these concerns/ issues. The HFLE component of the NSC has been designed with a specific focus on life skills that will enable students to effectively deal with the demands and challenges of everyday life. HFLE, then, is a curriculum initiative that not only connects health and education but also uses a holistic approach within a planned and coordinated framework to influence students' development of positive values and attitudes, and if implemented effectively will influence children and youth to achieve their full potential as citizens.

### **Responsibility to Students**

Teachers and other resource persons involved in the delivery of HFLE should:

- Have primary responsibility to the student, who is to be treated with respect, dignity, and with concern for confidentiality.
- Make appropriate referrals to service providers based on the needs of students, and monitor progress.
- Maintain the confidentiality of student records and exchange personal information only according to prescribed responsibility.

- Provide only accurate, objective, and observable information regarding student behaviours.
- Familiarise themselves with policies relevant to disclosure. Responses should be guided by national and school policies, codes of professional organizations/unions, and existing laws.

### **Responsibilities to Self**

- Monitor one's own physical, mental and emotional health, as well as professional effectiveness.
- Refrain from any destructive activity leading to harm to self or students.
- Take personal initiative to maintain professional competence.
- Understand and act upon a commitment to HFLE.

### **What are Life Skills?**

The World Health Organization (WHO) defines life skills as the abilities that enable one to adopt positive behaviours that allow one to deal effectively with the demands and challenges of everyday life. The concept of life skills assumes that there are sets of life roles that each person needs to fulfil. Life skills can be classified in various ways. The approach adopted in the development of this revised Scope and Sequence classifies life skills as (i) social and interpersonal skills (ii) cognitive skills and (iii) emotional coping skills. A few examples of each category of skills are shown below:

- Social and interpersonal skills: communication, refusal, assertiveness and empathy
- Cognitive skills: decision making, critical thinking, creative thinking and problem solving
- Emotional coping skills: stress management, self-awareness and skills for increasing internal locus of control

### **Why Teach Life Skills in School?**

We know from research that behaviours and skills are learned more easily when an individual is young (Glanz et al, 1997). We also know that individuals need information to develop and change behaviour, but that information alone is not enough. In addition to information, individuals need skills opportunities and an environment that allows them to learn the values and attitudes and adopt the behaviours that will enable them to deal effectively with the demands of daily life. School is, therefore, one of the best places to begin to teach these skills and to ensure, through interaction with and involvement of parents, that these lessons are reinforced at home.

The theoretical foundations of the life skills approach rest on evidence that competencies in the use of life skills can:

- Delay the onset of drug use;
- Prevent high-risk sexual behaviour;
- Facilitate anger management and conflict resolution;
- Improve academic performance; and
- Promote positive social adjustment.

## Life Skills Methodology in the Classroom

The life skills methodology sees the teacher as a facilitator. The teacher provides opportunities to help students understand the topics in their own way. The teacher's approach is not didactic. Rather, the teacher asks the students to consider a problem and encourages them to respond. Based on their responses, the teacher organises the students to complete class activities that will offer them a chance to understand the problem in their own situation. These activities can include:

Role Play	Storytelling	Games/Simulation
Case Studies/Scenarios	Resource Persons/Experts	Panel Discussions/Debates
Surveys/Interviews	Field Visits/Observations	Journals/Logs/Portfolios
Media	Community/School Projects	Group Work/Discussions
Dance	Drama	Art/Music

The objective of this methodology is to help the students to develop life skills through practice in the classroom and to learn how to use the skills to help them to make better decisions in their personal and public lives.

## The Place of Values and Attitudes in the Teaching of Life Skills

The seriousness with which students engage in learning the life skills that are associated with each theme will be dependent on their values and attitudes. Students may not be aware of the values and attitudes that are at work in their lives. Their value system may or may not provide them with the "right" set of principles for them to judge the worth of their ideas, feelings, decisions and intentions. In fact, they may have been socialized into believing that some undesirable behaviours are acceptable. Providing opportunities for students to use moral, ethical and spiritual principles to examine their attitudes and the values that guide them, strengthens their intelligence, empathy and ability to contribute to society.

## Promoting Transformational Learning

Transmitting information to students in ways that limit deep thinking and critique of personal beliefs, values and attitudes is insufficient for the development of spiritual/moral/ethical qualities that will inform decisions. By allowing students to use journaling and portfolio processes that encourage reflection on experiences, beliefs, emotions, thoughts and overt actions/behaviours, transformation can occur. To support this kind of deep change, assessment and feedback should emphasize core values and attitudes. Many of these values and attitudes are explicitly stated and others are implied based on the nature of the learning activities and learning resources. As students explore each theme, teachers will have to be strategic in addressing in a care-centred manner, the values and attitudes that will inspire students to choose to change behaviours and practices that are likely to prevent their holistic development.



## Ethical Guideline for the Delivery of the HFLE Curriculum

It is important to maintain the highest ethical standards in the delivery of the HFLE Curriculum. As the HFLE teacher, you are tasked with the responsibility of facilitating the development of life skills, character qualities, morals, values and attitudes that will help students take responsibility for their actions, evaluate the consequences of their choices and make appropriate decisions that will allow them to achieve their highest potential.

To achieve this, HFLE Teachers should seek to build trust among their students and should maintain professionalism, honesty and integrity at all times. All effort must be maintained to protect students from embarrassment and discrimination in the classroom, particularly where sensitive issues are discussed. In the case of sexuality and sexual health education, the information presented must be age and culturally appropriate, factual, and free from personal bias, prejudice and distortion. Values and attitudes promoted in this subject must reflect those consistent with the Ministry of Education and Youth and the wider society. Care must be taken when facilitating activities to not expose students to inappropriate content or activities that have adverse effects on the innocent as we treat those students who have been exposed. For this reason, Health and Family Life Education must only be delivered by HFLE teachers who are adequately trained to gauge the responses of the students and manage the discussions that emerge within the classroom. Where necessary, the school's guidance counsellor should be engaged to provide support.

For anyone outside of trained HFLE personnel who interfaces with the curriculum, it should be noted that this Curriculum was developed with the highest level of stakeholder scrutiny and represents an inclusive approach to appropriately exposing students to relevant universal principles of life. The Curriculum, guided by research, is designed for students throughout primary and secondary schools and is based on experiences of the developmental challenges faced by students. Therefore, the written HFLE Curriculum, though a public document, may require any such member of the public to seek guidance regarding its interpretations and use in relation to any comments that may arise.

## O R G A N I S A T I O N O F T H E C U R R I C U L U M

This revised Curriculum is organised to reflect guidance provided by the HFLE Regional Curriculum Framework for ages 9-14 years (UNICEF/CARICOM/EDC). Consequently, the programme is developed around five themes:

1. Self and Interpersonal Relationships
2. Safety and Security
3. Sexuality and Sexual Health
4. Appropriate Eating and Fitness
5. Managing the Environment

## **Theme: Self and Interpersonal Relationships**

Knowing who we are (self-concept) and our place in society is important for our well-being. The need to belong and be loved is important as these factors help to shape who we are and contribute to our acceptance of ourselves. Students need to develop a healthy sense of self to develop and maintain healthy relationships with family members, schoolmates and others. They need self-awareness and interpersonal skills to ensure that they respect and accept persons who are different. They also need the opportunity to practice skills that reduce their involvement in risky behaviours and help them to survive in a world that demands the pooling of our individual and collective resources.

Good mental health is essential for humans to live a balanced life, however, the issue of stigma and discrimination has impacted the approach of individuals to access the necessary services to address their mental health care. Research has also shown that many adolescents are affected by mental health issues.

Mental health refers to the psychological, emotional and social well-being of individuals. It includes how we think, act, feel and behave as well as our ability to adjust to society and the ordinary demands and challenges of life.

The new Health and Family Life Education Curriculum has therefore integrated mental health literacy in two main thematic areas of the curriculum, namely Self and Interpersonal Relationships and Safety and Security. Additionally, the curriculum has been mapped to the Mental Health & High School Curriculum Guide from [teenmentalhealth.org](http://teenmentalhealth.org), which provides additional content and activities for teachers. Through these lessons, students will become more aware of mental health disorders, various issues that affect mental health and will adopt attitudes and skills that will aid in the reduction of stigma and discrimination against persons with mental health disorders.

The curriculum mapping can be found on page 419.

## **Theme: Safety and Security**

All citizens have a role to play in making Jamaica a safer and more secure place to live. Students need to understand their basic human rights, as well as their rights as children, but they also need to be aware of their responsibilities in protecting the safety and security of themselves and others. Issues of violence, child abuse, internet safety, cybercrimes, scamming, extortion, road safety and disaster management are some of the areas addressed in the new Safety and Security theme of the HFLE Curriculum. Through these lessons, students will gain an understanding of these issues and reflect on how they can impact their personal safety and environment (school and community). They will also be able to recognize danger, understand basic principles to keep them safe at home, school, in their community and on the internet, and be empowered with the necessary life skills to protect themselves and others and respond appropriately in situations where their safety and security is at risk.

## **Theme: Sexuality and Sexual Health**

Sexuality is an integral part of personality. There are physical, emotional and psychological components to sexuality, as well as components related to gender – what it means to be a man or woman.

All human beings experience a range of sexual attitudes, feelings and capabilities. In turn, these feelings and attitudes influence the way we relate to others and give meaning to our sexual behaviour. Sexual roles and values are determined by family, biological design, religious beliefs, social and cultural norms and personal experiences. The negative expression of sexuality may manifest in poor reproductive health outcomes such as an unplanned and early sexual debut, which can lead to high rates of sexually transmitted infections (STIs), including HIV, as well as teen pregnancy.

The sexual behaviour of youth in Jamaica gives cause for concern for the individual as well as for long-term national development. The 2008 Reproductive Health Survey indicates that 18% of births in Jamaica occur to adolescent mothers. The rates of infection of sexually transmitted infections including HIV are growing, especially for female adolescents (Ministry of Health, 2012). Schools are strategically placed to help reduce these rates by the way in which they can influence the sexual attitudes and behaviours of young people.

## Theme: Appropriate Eating and Fitness

The levels of obesity and other lifestyle diseases typically associated with adults are increasingly observed among children. Like most other behaviours, eating and fitness (exercise) behaviours are learned early in life. They are influenced by the child's home and school environments but also are affected by the media, culture, religious, social and economic factors. The life skills approach to Appropriate Eating and Fitness requires that students understand that healthy eating and the right balance of safe, nutritious and wholesome foods (especially locally grown and produced foods) are important to health throughout the life cycle (knowledge). Students will also be able to critically examine what motivates them to adopt eating and fitness habits and develop a healthy attitude to eating and exercise (attitude). They will acquire skills to make healthy food choices. The goal is to reduce the incidence of diet-related and lifestyle diseases like diabetes, stroke, heart disease and hypertension and to reduce the burden on the health sector of caring for persons with these illnesses.

## Theme: Managing the Environment

We acknowledge the interdependence of man and the natural environment. If we do not protect the air, water, land, flora and fauna, in time, the environment will lose its ability to sustain good health and quality of life. The environmental theme in the Grade 7-9 curriculum focuses on raising students' awareness of environmental issues and strengthening their understanding of the personal and collective responsibility to ensure a healthy environment, including better air quality (by planting trees and limiting the burning of garbage etc.), reducing the possibility of contracting vector-borne diseases (by limiting breeding sites for flies, rats and mosquitoes and through proper waste disposal) and being prepared for natural disasters.

## Notes for the Teacher – Tips on Teaching the Curriculum

- This curriculum is very ACTIVITY-focused. The activities are used to make learning fun but are also intended to help students learn the skills, attitudes and information in ways that enhance learning.
- The curriculum is organised into modules, units and lesson topics, which are aligned with the regional standards in the CARICOM Regional Framework for HFLE. Please note that often you will need more than one class session to complete a lesson.
- You may not be able to cover all the lessons for the respective grade in the school year. While some topics in each theme MUST be taught to prevent unhealthy behaviours, other topics should be selected based on the needs of students and issues identified in the school. Bear in mind the vision and mission of the HFLE programme as you select lessons.
- A list of recommended resources is provided at the end of the programme for each grade. The list is not exhaustive. Feel free to use any other appropriate (for age and grade level) materials/resources that will help you meet the learning objectives.

The suggested content and activities for the Sexuality and Sexual Health theme are designed to help students in Grades 7-9 acquire knowledge about sexuality but more so to develop positive attitudes and helpful skills that enable healthy sexual growth and development. The focus will be to develop coping skills -- especially self-awareness and self-management, social skills

(communication, assertiveness and refusal) as well as cognitive skills such as decision making and problem solving. As you prepare to teach the units under that theme, remember that students are coming from different backgrounds with different value systems relating to sexuality and sexual behaviour. These value systems may be different from your own. Special sensitivity is required especially in your choice

of resource materials and persons. Resource materials should be age-appropriate and relevant. Resource persons should be competent and comfortable with their own sexuality.

- It is essential that teachers are comfortable with discussions of sexuality and be willing to discuss sexual issues honestly and openly.
- Where there is discomfort with teaching specific topics, teachers should ask the Guidance Counsellor for assistance.
- Disclosures that are made in the classroom should be treated with respect and confidentially. Each class should be adequately prepared to deal with such confidentiality.

The section of the curriculum on Managing the Environment lends itself to highlighting contextual (community/parish) factors and issues that are related to managing the environment.

- Highlight issues that are of importance to the community. For example, if there is a rodent problem, focus the lesson on rats and rodent management including protecting food in such situations. Similarly, if dumping of household garbage/refuse in gullies and rivers is the problem, highlight that.
- Open burning of garbage pollutes the air and affects the health of individuals so spend time on that issue. If the community/parish is an agricultural one, be sure to include a discussion of the safe use of pesticides and fertilizers. Be sure to make the appropriate links to the Science curriculum.
- Infuse elements of this Environment section with science and Personal Hygiene lessons.
- Infuse core values and attitudes in the content, the learning activities and the feedback phase of lessons to influence transformation in beliefs and practices that hinder students' holistic development.
- Look for teaching moments to draw students' attention to their personal beliefs, dispositions and practices that are consistent and those that are inconsistent with suggested core values. To help inspire change, make use of reflective questions, simulation of possible solutions and the expertise of professional services available. Where intervention is needed, seek professional help for students.



# L I F E S K I L L S D E F I N I T I O N S

LIFE SKILLS	DEFINITIONS	SIGNIFICANCE
Decision Making	The ability to choose a course of action from a number of positions, which may result in a specific outcome or involve only the resolve to behave in a certain way in the future.	Helps us deal constructively with health and other decisions about our lives by enabling us to assess options and the effects of different decisions.
Problem Solving	The process through which a situation/problem is resolved (i.e., diagnosing the problem, taking action to close the gap between the present situation and desired outcome.)	Allows us to deal constructively with problems in our lives that if left untreated could cause new problems, including mental and physical stress.
Creative Thinking	The ability to depart from traditional ways of thinking, resulting in the generation of original and innovative ideas that enables us to respond adaptively to life situations.	Contributes to both decision-making and problem solving by enabling us to explore the available alternatives and various consequences of our actions or non-actions.
Communication	The ability to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations.	Allows the transfer of information and emotion from one person to another to make one's intent clear
Self-Awareness	Having a sense of identity and an understanding of our own feelings beliefs, attitudes and values.	Helps us to recognize our feelings and values and is a prerequisite for effective communication, interpersonal relationship and developing empathy for others.
Empathy	The ability to imagine what life is like for another person, even in a situation that we are unfamiliar with.	Can help us to accept others who may be very different from ourselves, respond to people in need, and promotes positive social interactions.
Coping with Emotions	The ability to recognize a range of feelings in ourselves and others, the awareness of how emotions influence behaviour and the ability to respond appropriately.	Enables us to respond appropriately to our emotions and avoid the negative effects that prolonged, pent-up emotions may have on our physical and mental health.
Coping with Stress	The ability to recognize the sources of stress in our lives and the effects that stress produces, and the ability to act in ways that help us cope our reduce our levels of stress,	Enables us to adjust our levels of stress and avoid the negative consequences of stress, including boredom, burnout, susceptibility to diseases and behavioural changes.
Negotiation	The ability to communicate with others for the purposes of settling a matter, coming to terms or reaching an agreement. This may involve the ability to compromise.	Help us to meet and address individual needs and concerns in ways that are mutually beneficial. This is a key factor in working and playing cooperatively with others.

<b>LIFE SKILLS</b>	<b>DEFINITIONS</b>	<b>SIGNIFICANCE</b>
Assertiveness	The ability to state one's point of view or personal rights clearly and confidently, without denying the personal rights of others.	Enable people to actions that are in their own best interest. Such actions include the ability to stand up for oneself or someone else without feeling intimidated or anxious and to express feelings and points of view honestly and openly.
Healthy Self-Management	The ability to make situational and lifestyle choices that result in attending and or maintaining physical, social, emotional, spiritual and environmental health.	Enables us to maintain health-enhancing decisions from day to day as well as to reach long-term health and wellness goals.
Advocacy	The ability to effectively communicate, convey or assert the interests, desires, needs and rights of yourself or another person.	Enables us to understand our ability to create change and develop the confidence to take action to effect change.
Critical Thinking	The ability to think clearly and rationally based on evidence to reach a logical conclusion.	Help us to think carefully about subjects or ideas, without being influenced by feelings or opinions. It means being able to able to make reasoned judgements or draw conclusions that are logical and well thought out.
Anger management	The ability to control and regulate anger in order to minimize problems.	Enable us to recognize signs of anger and frustration, take steps to calm down and resolve the situation or issue productively.
Refusal	The ability to communicate the decision to say "no" effectively (so that it is understood).	Enables us to carry out health-enhancing behaviours that are consistent with our values and decisions.
Conflict Management	The ability to be able to identify and handle conflicts sensibly, fairly and efficiently.	Enables us to solve issues in an appropriate manner in an effort to maintain good relationships. It involves respecting the positions of others and finding common ground.



## Types and Categories of Life Skills

The core of life skills that facilitate the practice of healthy behaviours is divided into the following groups

<b>SOCIAL SKILLS</b>	<b>COGNITIVE SKILLS</b>	<b>EMOTIONAL/COPING SKILLS</b>
<ul style="list-style-type: none"><li>• Communication Skill</li><li>• Refusal Skill</li><li>• Negotiation Skill</li><li>• Empathy Skill</li><li>• Advocacy Skill</li><li>• Assertiveness Skill</li><li>• Conflict Management Skill</li><li>• Conflict Resolution Skill</li></ul>	<ul style="list-style-type: none"><li>• Decision Making Skill</li><li>• Problem Solving Skill</li><li>• Critical Thinking Skill</li><li>• Creative thinking Skill</li></ul>	<ul style="list-style-type: none"><li>• Healthy Self-management Skill</li><li>• Self-awareness Skill</li><li>• Coping with Emotions (anger, self-esteem, grief and loss)</li><li>• Coping with Stress Skill</li><li>• Anger Management Skill</li></ul>



## Translating Skills Instruction into Steps – Examples from the HFLE Curriculum

### 1. Refusal Skill

- Use the word “no” in your refusal.
- Emphasize your refusal by repeating the refusal assertively (clear, strong voice, eye contact, no smiling)
- Use appropriate body language (serious expression, walking away, gesturing with hands)
- Give your reasons for refusing or list possible consequences
- Suggest an alternative
- Change the subject or walk away
- Report to an adult when necessary

### 2. Problem solving skill

- Stop (check out the scene, and remind yourself to think before acting)
- Think (become aware of the choices and consider the consequences)
- Act (choose the best alternative and act on it)
- Review (decide whether the action has helped or hurt)

### OR

- Define the problem.
- Analyse the causes of the problem.
- Identify possible options (Consider the impact on life, values and beliefs)
- List the negative and positive consequences of each option.
- Choose the appropriate solution and act.
- Evaluate results.

### 3. Self-awareness skill

- Identify your positive qualities
- Identify strengths/weaknesses and likes/dislikes
- Identify the emotions that you feel in different situations
- Examine your needs, values and beliefs
- Identify who/what influences negative/positive feelings about yourself
- Identify the behaviours that improve and/or worsen your performance/conduct
- Analyse how ‘self’ impacts others - How do your attitudes, needs, feelings, beliefs and/or behaviours affect others?
- Identify ways in which you can improve your behaviour for the future

### 4. Advocacy skill

- What is the problem/solution?
- Gather accurate information that will appeal to the intended audience
- Suggest various ways to address the problem or situation
- Develop key messages/tools to influence the audience (be concise and direct)

### 5. Communication skill

- Being an effective listener:
- Face the speaker and make eye contact
- Use appropriate body language
- Refrain from interrupting and suggesting solutions
- Wait for the speaker to pause to ask clarifying questions (to ensure understanding)
- Provide regular feedback through verbal and non-verbal communication

### ***Being an effective speaker***

- Face the other person and make eye contact.
- Be respectful in your interaction.
- Think and speak clearly and positively
- State your opinion with confidence
- Be conscious of your body language (gestures, facial expressions and posture)

### **6. Critical Thinking skill**

- Identify the argument or problem that needs to be solved.
- Collect the information required to understand the problem and facts that are aligned to it.
- Evaluate the information collected.
- Use logic to draw your conclusion to solve the problem.
- Evaluate your logical conclusion

### **7. Decision Making skill**

- State the problem
- Examine the consequences of the problem
- State your desired objective
- Examine all alternatives and possible outcomes
- Decide
- Act on your decision

### **OR**

- Determine the question
- Examine the choices
- Collect information
- Investigate consequences
- Decide
- Evaluate decision

### **8. Creative Thinking skill (group or individual)**

- Analyse identified issue/concern/problem
- Offer innovative solutions
- Identify or agree on one or more likely solutions
- Identify resources to implement solution
- Implement solution selected
- Evaluate the decision or outcome

### **9. Empathy skill**

- Ask the person to talk about how they feel
- Be sensitive when sharing your feelings – honestly and openly
- Be available to listen and talk
- Offer encouragement
- Give support when and as needed

### **10. Negotiations skill**

- Identify your goal
- Explain clearly what you want
- Listen carefully to the other person's point of view
- Propose and discuss solutions that are mutually beneficial
- Seek intervention from a third party to resolve the issue if an agreement was not reached. (Mediation)

## 11. Healthy Self-Management Skill

- Identify whether the behaviour promotes or compromises health (physical, emotional, environmental, social and spiritual).
- Evaluate the consequences of the behaviour on one's overall health
- Examine the factors contributing to this behaviour. (Understanding what is driving the behaviour will be helpful with self-monitoring.)
- Identify the desired health outcome. (What would you like to achieve in terms of health?)
- Select a solution or choice that achieves that health outcome.
- Review the impact of that lifestyle behaviour choice on overall health and wellness. (On-going monitoring is an important part of maintaining a commitment to the health goal)

## 12. Conflict Resolution Skill

- Calm down
- Agree to discuss the problem
- Share what's bothering you using "I" messages
- Each person restates what they heard the other person say
- Take responsibility for your part of the problem
- Brainstorm solutions and come up with one that satisfies both people
- Affirm, forgive, or say thanks

## 13. Conflict Management Skill

- Identify the conflict
- Examine the situation, taking into account the views of all parties
- Discuss different ways of resolving the conflict
- Propose and choose a mutually suitable method to resolve the conflict
- Review the outcome of the chosen method and adjust as necessary

## 14. Coping with Emotions

- Recognize triggers
- Understand why "I" will respond in a certain manner
- Understand the consequences of responses
- Determine appropriate response
- Respond appropriately

## 15. Coping with Stress

- Identify stressors
- Recognize the effects of stress on self and other
- Identify ways to reduce/eliminate stress
- Make appropriate changes in one's lifestyle, environment or attitude

## 16. Anger Management Skill

- Acknowledge that you are angry with yourself and/or someone else
- Calm down, control your emotions:
  - Take deep breaths.
  - Count backwards slowly.
  - Think calm thoughts.
  - Talk slowly.
  - Take some time for yourself.
- Analyse the triggers by considering the following questions:
  - Why was I angry?
  - What did I do?
  - What worked?
  - What would I do differently?
  - Did I do a good job?
- Express the reason for your anger by using “I” messages and avoid criticisms or placing the blame
- Know when to seek help

## 17. Assertiveness Skill

- Identify the behaviour or situation that concerns you
- Confidently express points of view and/or feelings using “I” statements without being judgemental and/or violating the rights of others
- Clearly state needs and wants in a respectful and non-threatening manner. (Be open to criticisms and compliments)



**GRADE 7**

**SELF & INTERPERSONAL  
RELATIONSHIPS**



## Self and Interpersonal Relationships – Grade 7 – TERM 1

REGIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
<p><b>RS SI1</b></p> <p>Examine the nature of self, family, school, and community to build strong, healthy relationships.</p>	<ol style="list-style-type: none"> <li>Analyse the influences that impact personal and social development (media, peers, family, significant others, community, etc.).</li> <li>Identify factors within self which lead to healthy relationships.</li> </ol>	<ol style="list-style-type: none"> <li>Understanding Self</li> </ol>	<ol style="list-style-type: none"> <li>Personal Growth and Development</li> <li>Building Healthy Relationships</li> </ol>	<ul style="list-style-type: none"> <li>Adolescence: Big Change! Big Challenge!</li> <li>The I in ME</li> <li>Appreciating the Skin I Am In</li> <li>Defining Self: Maintaining Relationships</li> <li>Relating to family, friends and others</li> </ul>
<p><b>RS SI2</b></p> <p>Acquire coping skills which will enable them to shun behaviours and lifestyles associated with crime, drugs, violence, motor vehicle accidents and injury.</p>	<ol style="list-style-type: none"> <li>Develop resilience for coping with adverse situations (death, grief, rejection and separation).</li> <li>Analyse the impact of alcohol and other illicit drugs on behaviour and lifestyle.</li> <li>Demonstrate skills to cope with violence at home, school and in relationships.</li> </ol>	<ol style="list-style-type: none"> <li>Coping with Risk and Adversity</li> </ol>	<ol style="list-style-type: none"> <li>Building Resilience</li> <li>Reducing Risky Behaviours</li> <li>Conflict Management</li> </ol>	<ul style="list-style-type: none"> <li>Feelings are important</li> <li>Stay Positive: Be Drug-Free</li> <li>I am Alcohol-Free</li> <li>Conflict: Where do I stand?</li> <li>No Bullies Allowed</li> </ul>
<p><b>RS SI3</b></p> <p>Respect the rich diversity that exists among Caribbean peoples as a valuable resource for sustainable development of the region within the framework of democratic and ethical values</p>	<ol style="list-style-type: none"> <li>Assess ways in which personal and group efforts can be enhanced by the interactions and contributions of persons of diverse cultural and ethnic groupings.</li> <li>Recognise the value of personal commitment and hard work to the improvement of self, others and the wider community.</li> <li>Assess how the diversity of ethnic groups can enhance development of the Caribbean. e.g. sports and games.</li> </ol>	<ol style="list-style-type: none"> <li>Respect and Tolerance For Self and Others</li> </ol>	<ol style="list-style-type: none"> <li>Embracing Diversity</li> </ol>	<ul style="list-style-type: none"> <li>Out of Many One People</li> </ul>

## **THEME: SELF AND INTERPERSONAL RELATIONSHIPS**

### **MODULE 1: UNDERSTANDING SELF**

Examine the nature of self, family, school and community and their influences to build strong healthy relationships.

#### **About the Module**

Acceptance of self, the need to belong and the need to be loved are some of the universal needs and rights that contribute to the shaping of our individual selves. Students need to develop a healthy self-concept to foster healthy relationships within the family, school and community. They also need to be assisted in developing resilience – the capacity to assess, cope, manage and benefit from the various influences that impact relationships.

#### **Key Skills**

- Coping Skills (healthy self-management, self-awareness)
- Social Skills (communication, interpersonal relations)
- Cognitive Skills (critical thinking, creative thinking, problem solving, decision making)

#### **GUIDANCE FOR THE TEACHER**

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21<sup>st</sup> century skills and to promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

#### **LINKS TO OTHER SUBJECTS: RELIGIOUS EDUCATION, CIVICS**

## GRADE 7

### Theme: Self and Interpersonal Relationships

Module 1:

Understanding Self

Unit1:

Personal Growth and Development

Learning Goals:

By the end of this unit, students should be able to:

1. Understand factors that influence personal growth and development
2. Recognise the importance of understanding and appreciating self
3. Apply appropriate skills to guard against influences that may negatively impact their personal growth and development

Core Values:

**Spiritual Insights & Safeguards – 1. Vision of self and others 2. Sense of the sacred 3. Purpose of life and life-forms 4. Stewards of the environment**

Topic 1:

**Adolescence! Big Change! Big Challenge!**

Life Skills:

Social: Refusal, Effective Communication

Cognitive: Critical Thinking, Decision Making, Creative Thinking

Coping: Self-awareness, Healthy Self-management

Values/Virtues:

**Commitment, Respect, Sensitivity, Honesty, Appreciation, Resilience**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"><li>• Analyse factors that influence an adolescent's development</li><li>• Critique the impact of social media on an adolescent's development</li><li>• Express an awareness of the various influences on the development of the adolescent's life cycle</li></ul>	<p>Adolescence is a time of discovery and learning. During adolescence boys and girls become more conscious of themselves as individuals. It is a time to demonstrate independent thinking and explore their personalities. During this time adolescents face many risks (they may want to make their own mistakes).</p> <p>Factors that influence an adolescent's development include but are not limited to:</p> <ul style="list-style-type: none"><li>• Family</li><li>• Community</li><li>• Peers</li><li>• Love and Relationships</li><li>• Career Consciousness</li><li>• Social Media</li><li>• Puberty</li><li>• Socialization</li><li>• Diversity</li><li>• Generation Gap</li><li>• Environment</li></ul>	<p>Research/ Discussion</p> <p>Debate/ Discussion</p>	<p>Students in groups will research assigned factors (socio-cultural, prejudices, nutrition, gender, pollution, hormones, and race) that have the potential to influence an adolescent's growth and development. In their presentations, they may include case studies, problem exercises, questionnaires and reflective questions such as, How influential am I? What factors have the most influence on me? Teacher will provide feedback to students throughout the discussions and make referrals where necessary.</p> <p>Students in buzz groups will participate in a debate on the impact of social media on an adolescent's development. Suggested moots "Is social media an effective tool in building the minds of children?" Are social networking sites effective, or are they refined ways of stalking people?" Students will analyse the arguments presented while asking and answering questions of others for example, "How important is social media in my everyday life?" They will listen carefully as both teacher and peers respond.</p>	<p>Research findings correctly identify factors that influence adolescents' development</p> <p>Arguments in debate support moot and provide sound arguments that reflect the impact of social media on adolescent development</p>



Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria								
	<p>During adolescence, boys and girls physically and mentally develop into adults. During this time, they are faced with many difficult decisions and sometimes they do not know whom to turn to for guidance and support. As a result, students should be encouraged to confide in and seek guidance and support from parents and trusted adults. A trusted adult is someone you can talk to about anything; someone you feel comfortable being around; someone who is a good listener; or someone who has helped you before. It is important to note that not all adults are trustworthy, and children/youth should only seek assistance from adults they feel secure and comfortable around. If a person they trust ever does something that is not OK, always know that there are other trusted adults they can go to for help.</p> <p>Positive character traits are those things that draw us to other people and things that draw other people towards us. When someone is generous, kind, energetic, or optimistic they exude energy that attracts others.</p> <p><b>Extended Learning:</b> See Mental Health &amp; High School Curriculum Guide Module 2: Understanding Mental Health and Mental Illness Activity # 1: Teenage Brain</p>	Case Studies/ Discussion/ Role Plays	<p>Students will analyse case studies presented by the teacher and identify the negative influences and influencers and discuss the impact. They will then identify (in table format) their habits that increase or decrease their effectiveness in protecting themselves from negative influences.</p> <p><b>Reflective Question</b> How can I commit to being a better me?</p> <table border="1" data-bbox="1108 511 1633 876"> <thead> <tr> <th data-bbox="1108 511 1373 581">+ Habits</th> <th data-bbox="1373 511 1633 581">- Habits</th> </tr> </thead> <tbody> <tr> <td data-bbox="1108 581 1373 711">Ability to reflect and learn from past experiences</td> <td data-bbox="1373 581 1633 711">Tend to be rebellious</td> </tr> <tr> <td data-bbox="1108 711 1373 776">Trust for Parents</td> <td data-bbox="1373 711 1633 776">Disobedience</td> </tr> <tr> <td data-bbox="1108 776 1373 876">Ability to be corrected</td> <td data-bbox="1373 776 1633 876">Little respect for authority</td> </tr> </tbody> </table> <p>Using reflective questions, students will discuss the support they will need to protect themselves from negative influences. How to ask for help? When to ask for help?</p> <p>Students in buzz groups will create their own case studies reflecting the reverse of what the teacher presented (these will be positive). Students will demonstrate how they can overcome negative influences and influencers). Students will then role-play the case studies by applying the steps of social skills, for example, self-awareness, refusal or assertiveness.</p>	+ Habits	- Habits	Ability to reflect and learn from past experiences	Tend to be rebellious	Trust for Parents	Disobedience	Ability to be corrected	Little respect for authority	Role plays reflect effective use of refusal or assertiveness skill and appropriate value/virtue eg. commitment or respect, to protect themselves from negative influences
+ Habits	- Habits											
Ability to reflect and learn from past experiences	Tend to be rebellious											
Trust for Parents	Disobedience											
Ability to be corrected	Little respect for authority											

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>It is important to teach the significance of personal values, for example, (compassion, respect, acceptance of differences, justice, equity and perseverance) as values shape and guide an individual's actions.</p> <p>Life skills such as self-awareness, refusal, empathy and effective communication help adolescents act on their values and principles. Students need life skills to develop a sense of identity and an understanding of our own feelings, beliefs, attitudes, values, goals, motivations and behaviours and to stay happy and healthy.</p> <p>Self-awareness is accurately assessing one's feelings, interests, values, and strengths; maintaining a well-grounded sense of self-confidence.</p> <p>Self-awareness in adolescence enables us to understand how we function and what affects our feelings. It enables us to make informed choices based on our strengths and values.</p> <p>Spiritual development is also important in self-awareness. Adolescents need to develop intuitiveness, that is, what one feels is true even without conscious reasoning. It is that awareness of wrong and right, safe/unsafe situations, which result in making decisions, based on feelings/spiritual intuitiveness and past/personal experiences. It enables students to make choices based on inner feelings and experiences.</p>	<p>Simulations</p>	<p>Students will be assigned the steps of various life skills such as empathy or self-awareness. They will respond to the reflective question 'How well am I able to use life skills in daily life?'</p> <p>They will then simulate real-life scenarios by demonstrating the steps in the assigned skill to show how they would practice behaviours that will positively increase their development.</p> <p><b>Extended Learning:</b> See Mental Health &amp; High School Curriculum Guide (<a href="http://www.teenmentalhealth.org">www.teenmentalhealth.org</a>)  Module 3: Information on Specific Mental Illness  Activity # 3: Understanding Common Mental Health Disorders Found in Teenagers  Purpose:</p> <ul style="list-style-type: none"> <li>To provide a solid understanding of the five most common mental disorders that are found in teenagers: ADHD, Depression, Panic Disorder, Social Anxiety Disorder and Obsessive Compulsive Disorder</li> </ul>	<p>Simulation illustrates proficient use of the steps in empathy or self-awareness skill to practise behaviours that will positively enhance their development and resilience</p>

**GRADE 7**

**Theme: Self and Interpersonal Relationships**

**Topic 2:**

**The I in Me**

**Life Skills:**

Social: Empathy, Refusal, Communication, Advocacy, Assertiveness  
 Cognitive: Critical thinking, Decision Making,  
 Coping: Self-awareness, Healthy Self-management

**Values/Virtues:**

**Acceptance, Sensitivity, Honesty, Appreciation, Humility, Resilience, Supportive**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>Differentiate between self-esteem and self-concept in personal development</li> <li>Critically examine concepts of self</li> <li>Recognize the importance of acknowledging similarities and differences among people</li> </ul>	<p>Young people sometimes struggle with their ideas about the ideal self (usually perfect body image is also known as the pseudo self) and the real self (realistic reflection that includes strengths and weaknesses). When the disparity between the two concepts is too wide, self-esteem tends to be low.</p> <p>Understanding who you are is not always easy. This is because there are many sides to an individual (physical, mental, social, emotional and spiritual) Health &amp; Family Life Education Student’s Book 1 pages 10-11 by Gerard Drakes, Mavis Fuller, Christopher Graham and Barbara Jenkins.</p> <p><b>Self-esteem</b> - the opinion you have of yourself and your value as a person.</p> <p><b>Self-concept</b> is the cluster of ideas and attitudes we have about ourselves at a given time. Low self-esteem can be a large burden for a teenager. Teens with low self-esteem are at risk of being bullied, bullying others, using drugs and alcohol and having suicidal thoughts. Improving a teenager’s self-esteem is a slow and difficult process, but is possible once you can identify the factors affecting an adolescent’s self-esteem.</p> <p>Some of these factors are media, peers, family, school, body image, social</p>	<p>Concept Mapping/ Activity Sheets</p> <p>Pair Share/ Personal Inventory</p>	<p>In small groups, students will brainstorm their understanding of the terms self-esteem and self-concept and present to the class using a concept map. Students will complete the Knowing and Liking Me activity sheets in their Health &amp; Family Life Education Activity Book 1.</p> <p>Students will participate in whole class discussions on each map. They will then share their thoughts on the reflective question, ‘What do I understand by the ‘I in Me?’ Teacher will observe students and provide feedback.</p> <p>Students will complete the Rosenberg Self-Esteem Scale (see p. 44). In pairs, they will share some of the things they learned about themselves based on the self-evaluation instrument. In their discussions, they will provide each other with one strategy of affirmation that will boost self-esteem. Students will share generally what they learned from the exercise.</p> <p><b>Reflective Question</b>                      What can I do to enhance my self-esteem and self-concept?</p> <p>Students will share their ideas and the teacher will provide appropriate feedback.</p>	<p>Concept map illustrates accurate understanding of terms</p> <p>Ability to critically and honestly complete Self-Esteem Scale and present logical strategies of affirmation to boost self-esteem and self-concept of peers</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> <li>Display a willingness to support people who are different from you</li> <li>Demonstrate social or cognitive skills to mitigate against the influences that threaten their self-esteem and body image</li> </ul>	<p>experiences and beliefs about self and performance. Self-confidence: an attitude which allows individuals to have positive yet realistic views of themselves, their abilities and their situations. Confidence will bring you benefits both personally and professionally.</p> <p>Getting a great job and becoming successful in it demands confidence. If you have it you will earn the respect of others and this will boost you further.</p> <p><b>Our Varied Differences</b> People are different in many ways, including physical (height, skin colour, hair texture, body shape, eye colour and others). Some of these differences can be altered by our conscious actions such as skin bleaching, weight gain/loss, tattooing and body piercing; while others are outside of our ability to change. Changes in our physical traits during growth and maturation (especially during puberty) are natural, inevitable, and beyond our control. We need to focus on accepting ourselves and others and being the best that we can be, including maintaining our health.</p> <p>Society's body images are so ingrained that most of us take them for granted and may accept them as natural and normal. This might lead us to internalize negative concepts about ourselves and others, such as feeling like a bad person for being overweight or thinking that thin people are the most worthy friends. Ideas about body image, however, are not fixed or universal and vary depending on the time and place.</p>	<p>Museum Exhibit/ Discussion</p> <p>Graphic Organizer</p> <p>ICT/Discussion</p>	<p>In buzz groups, students will compile images and articles to reflect various ways that people are unique. The teacher will make necessary observations. These include:</p> <ol style="list-style-type: none"> <li>1. height</li> <li>2. weight</li> <li>3. build (slender, muscular, etc.).</li> <li>4. complexion</li> <li>5. hair colour/type (straight, curly, etc.).</li> <li>6. eye colour</li> <li>7. likes</li> <li>8. dislikes</li> <li>9. abilities</li> <li>10. interests</li> </ol> <p>Students will then plan and execute a mini fashion show to display an appreciation of their uniqueness. A winner will not be awarded as everyone is a winner in his/her own right.</p> <p>Reflective Question: What can I do to be comfortable with my view of self?</p> <p>Identity Mapping: students will map their own identities to create a Visual Thesaurus of self. They will consider all the roles they identify with in their lives (big brother, big sister; their roles in school (writer, reader, scientist, historian, artist and class entertainer). They will then assign adjectives to the roles they have identified. Encourage students to frame or place in their archives this Visual Thesaurus of self and amend as their roles change.</p> <p>Students will watch the video or similar video, Lizzie Velasquez: How do you define yourself?: <a href="https://www.youtube.com/watch?v=QzPbY9ufnQY">https://www.youtube.com/watch?v=QzPbY9ufnQY</a> Guided discussion will follow to include reflective questions:</p> <ol style="list-style-type: none"> <li>1. How did Lizzy define herself?</li> </ol>	<p>Confidently and assertively display an appreciation and acceptance of their uniqueness while respecting the differences displayed by peers</p> <p>Ability to construct organizers to reflect an accurate image of self to promote positive self-esteem and self-concept</p> <p>Discussion of the reflective questions show the significance of being self-aware and a clear understanding of</p>



Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p><b>Body Image and Media</b> It is important to raise adolescents' awareness about tactics used by advertisers to sell their products and to help teens look critically at the messages these advertisements convey. In magazines (and other media) frequented by teens, advertising models represent a homogeneous group of body types.</p> <p>Promotion of certain body types in the mass media makes these the ideal that many of them become highly motivated to strive for. By challenging stereotypes presented in popular media advertising, we can help adolescents to recognize that there is no ideal body type and accept their body type and those of others.</p> <p>Some children and adolescents who fail to acquire the skills for interacting with others in a socially acceptable manner early in life can be rejected by their peers and often engage in unhealthy behaviours, such as violence or abuse of alcohol and drugs, to compensate for their rejection. Research has also found that children with social deficits or aggressive behaviour are at a higher risk of poor academic performance (Parker and Ashe, 1987).</p> <p>On the other hand, the development of social and emotional competence - the ability to understand, manage and express the social and emotional aspects of one's life, would enable the successful management of life tasks such as learning, forming relationships, and adapting to complex demands of growth and development. (ELIAS et al., 1997)</p>	<p>Panel Discussion/ Self-Esteem Evaluation Instrument/ Journaling</p>	<ol style="list-style-type: none"> <li>2. What do you admire most about her?</li> <li>3. How do I see myself?</li> <li>4. Do I see myself in a different way from who I am?</li> <li>5. How can I be supportive of a person who I consider to be different from me?</li> <li>6. What values must I possess so that I can accept and support persons who differ from me?</li> </ol> <p>Teacher will provide feedback.</p> <p>Class will organize a panel discussion around the theme "You can't love others until you love yourself". The students will complete a self-esteem inventory after which they will analyse the results and brainstorm ways they may improve their weaknesses and maintain their areas of strength.</p> <p>Finally, they will pledge to say 'NO!' to influences that threaten their self-esteem. (Please note that the inventory, the decision made and saying no are activities that will build the related life skills).</p> <p>Students will be guided by the steps in the self-awareness skill to assist them in documenting ways in which they can improve behaviour for the future that will help them to competently mitigate the negative influences.</p> <p>Reflective Question: How can I help my peers improve his/her self-esteem?</p>	<p>the importance of being willing to display support for persons who are different</p> <p>Competently demonstrate steps in decision making or refusal skill to improve their ability to mitigate against the influences that threaten their self-esteem and body image</p>

**GRADE 7****Theme: Self and Interpersonal Relationships****Topic: 3****Appreciating the Skin I am In****Life Skills:**

Social: Empathy, Communication

Cognitive: Critical Thinking, Decision Making, Creative Thinking

Coping: Self-awareness, Healthy Self-management, Coping with Emotions

**Values/Virtues:****Self-mastery, Consistency, Respect for self, Authenticity, Sensitivity, Resilience**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>Critically examine the practice of body art, tattooing and skin bleaching on health</li> <li>Develop logical arguments to express the dangers of bleaching, tattooing and body art</li> <li>Justify the importance of self-acceptance</li> <li>Demonstrate cognitive skills to protect their health from the risks of skin bleaching and tattooing</li> </ul>	<p><b>Body Piercing</b></p> <p>Body piercing is a piercing or puncture made in the body by a needle. After that, a piece of jewellery is inserted into the hole. Commonly pierced body parts are the ears, nose, and belly button. Oral piercings include the lip, cheek, and tongue.</p> <p><b>What Are the Risks of Body Piercing?</b></p> <p>Serious problems can happen if you try to pierce yourself, have a friend do it for you, or have it done in any unclean environment. Make sure it's done by a professional in a safe and clean environment. But even if you are careful, problems can happen. Common problems related to body piercing include:</p> <ul style="list-style-type: none"> <li>Pain</li> <li>Infection</li> <li>Bleeding</li> <li>Scarring and keloids</li> <li>Allergic reaction to the jewellery used</li> </ul>	<p>ICT/ Research/ Presentations</p> <p>Debates/ Panel Discussion/ Story Boards/ Collages</p>	<p>Students will watch the Life Skills video, "Bleaching Is it Worth It?" and <a href="https://www.youtube.com/watch?v=5OVMICMI6Ss">https://www.youtube.com/watch?v=5OVMICMI6Ss</a>. Teacher will facilitate a discussion on the videos and the risks associated with skin bleaching and tattoos. Discussion questions can include, "What does my opinion about bleaching and tattooing tell me about my level of self-esteem?" Students in small groups will research, compile their data and present to the class using videos, PowerPoint presentations and other ICT tools, information related to the health risks associated with body art, tattooing and skin bleaching. Teacher will clarify and provide feedback when appropriate.</p> <p>Students will engage in debates, panel discussions, online discussion boards (organized by teacher), and develop collages and storyboards, to present logical arguments expressing the dangers of tattooing, skin bleaching and body art. Discussion questions can include, "How important is it for me to know the dangers associated with tattooing and skin bleaching?"</p>	<p>Research accurately completed and proficiently presented to reflect relevant information on the practice of body art, tattooing and skin bleaching</p> <p>Reasonable arguments creatively and competently presented to support the dangers of tattooing, skin bleaching and body art</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p><b>Tattoos</b> breach the skin, which means that skin infections and other complications are possible, including allergic reactions, skin infections and other skin problems. Sometimes bumps called granulomas form around tattoo ink. Tattooing can also lead to keloids — raised areas caused by an overgrowth of scar tissue, blood-borne diseases including tetanus, hepatitis B and hepatitis C or HIV; MRI complications as well as nerve damage.</p> <p><b>Tattoo Regret: The Fate of The Unloved Tattoo</b></p> <p>Sometimes your circumstances change, and it pays to consider the possibility of falling out of love with your tattoo well before the first needle touches your skin. Unfortunately, tattoo removal is not guaranteed. Permanent raised scarring or ghost images of the original tattoo are commonplace. Removal requires multiple treatments with gaps of about 4-8 weeks in between. Fading is generally slower for tattoos on the extremities, such as the hands or the feet, since blood supply is less due to their distance from the heart.</p>	<p>Game (Agree/ Disagree) Discussion</p> <p>Simulations</p>	<p>“What can I do to minimize the pressure I may feel to engage in such activities?” Teacher will provide feedback and make appropriate referrals if necessary.</p> <p><b>Reflective Questions</b> How prepared am I to reject bleaching?</p> <p>Students will stand in a semi-circle as the teacher reads questions and value statements about the benefits of having healthy skin and the importance of self-acceptance. They will move around the room and stand around one of three words (Agree/Disagree/Neutral) to express their opinions about the statements/questions read. For example, “Is it ok to bleach in preparation for a party?” “Is it ok to get a tattoo to look more attractive?” “Is bleaching a way to look rich?”</p> <p>In pairs, students will express their feelings about self-acceptance and the misconceptions about beauty (body art, bleaching, toning, and tattooing).</p> <p>Students in groups will simulate scenarios around the topic “Healthy Skin Matters” to suggest ways of protecting themselves from the risks associated with bleaching, tattooing and body art. Teacher should provide clear instructional objectives to allow students to practice decision making and critical thinking skills. Teacher will engage students in discussion on the following reflective questions and provide feedback: “How will I be perceived if I am covered in tattoos at a job interview?” “How does skin bleaching affect my overall health?”</p>	<p>Students’ responses clearly articulate their feelings about self-acceptance and the misconceptions about beauty</p> <p>Simulations demonstrate application of the steps in decision making or critical thinking skill to protect self from the risks associated with bleaching, tattooing and body art with appropriate value/virtue self-mastery, consistency, respect for self</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p><b>Skin Bleaching</b> is the process of using bleaching agents to lighten the skin's pigment. Many people use the word "toning" instead of bleaching although the process is the same. People use various products to lighten areas of the skin darkened by hyperpigmentation, pregnancy or acne. It is also controversially used in African and Asian cultures to lighten whole sections of the skin. Some of the side effects are dark grey spots, skin cancer, acne, swelling of the skin, thinning of the skin, cataracts, osteoporosis and neurological and kidney damage due to the high level of mercury used in creams. Some side effects occur almost immediately while others are seen after prolonged use of skin whitening creams.</p> <p><b>Healthy Skin Matters</b></p> <p>The skin is your body's largest organ by size. The outmost layer of your skin, the epidermis, is the thin, tough part of your body that acts like a protective shell. When the epidermis is healthy, it protects the body from bacteria, viruses, infections and other unwanted substances.</p> <p>The skin helps to keep the body temperature even. If you get too hot, blood vessels near the surface of the skin, called capillaries, enlarge to let the warm blood cool down.</p>			

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>The epidermis layer also contains melanin, the skin pigmentation that helps filter dangerous ultraviolet (UV) rays and prevents the skin from absorbing them, as they can cause wrinkles and skin cancer. The skin exists in a constant state of growth, with old cells dying as new cells are forming. It's affected by every aspect of your life, from what you eat to where you live. Healthy skin is better able to fight signs of ageing, heals much faster and staves off potential disease better than unhealthy skin. Good skin is a key component of overall beauty and good health, and it can also affect your emotional and mental well-being. Though beauty is only skin deep, how your skin looks can affect your self-esteem. Skin is one of the first things others notice about you, and it is probably the first thing you notice about yourself when you look in the mirror every morning. Even if a child has a skin defect it does not define who he/she is.</p> <p><b>Good skin is part of a healthy lifestyle</b></p> <p>Unhealthy habits take a toll on us both physically and emotionally. Though you can't stop the sands of time or avoid ever having a pimple again, you can control skin damage and try to slow down the signs of ageing. By making the right choices when it comes to skincare, you can look good and feel good about yourself.</p>			

**GRADE 7****Theme: Self and Interpersonal Relationships**

Module 1: Exploring Self and Interpersonal Relationships

Unit 2: Building Healthy Relationships

Learning Goals: By the end of this unit, students should be able to:

1. Be aware of the importance of fostering healthy relationships
2. Appreciate the importance of building healthy relationships
3. Apply appropriate social skills in building healthy relationships

**Core Values:****Spiritual Insights & Safeguards – 1. Vision of self and others****2. Sense of the sacred 3. Purpose of life and life-form 4. Stewards of the environment****Topic: 1****Defining Self: Maintaining Relationships****Life Skills:**

Social: Empathy, Advocacy, Refusal, Assertiveness, Communication

Cognitive: Critical Thinking, Decision Making

Coping: Self-awareness

**Values/Virtues:****Compassion, Self-control, Respect, Trust, Commitment**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>• Outline the benefits of maintaining healthy relationships</li> <li>• Express the importance of values and opinions in relationships</li> <li>• Appraise 'self' within the context of the Johari Window</li> <li>• Demonstrate social skills to articulate ways to maintain healthy relationships</li> </ul>	<p>It is important to educate youth about the significance of respecting the values and opinions of others. Youth may not be equipped with the necessary skills to develop and maintain healthy relationships. Maintaining open lines of communication may help them form healthy relationships and recognize the signs of unhealthy relationships. Benefits of having a healthy positive relationship</p> <ol style="list-style-type: none"> <li>1. Trust</li> <li>2. Acceptance</li> <li>3. Support</li> <li>4. A kind ear</li> <li>5. Understanding</li> <li>6. Someone to call on when you need a Hand</li> <li>7. Referrals and references</li> <li>8. Someone to share and celebrate with</li> </ol>	<p>Stimulus Activity/ Discussion</p>	<p>Students will play the game "Atoms." The teacher calls out 'atom' and a number. Whichever number is called, the students must get into groups of that number. Those left out of a group will share with the class, how it felt to be different. The group will share why they had to keep or let go of an atom. Students will share how it felt to be included and the importance of being included. They will discuss the benefits of maintaining healthy relationships. The game will continue until all students experience inclusion.</p>	<p>Students' responses reveal a clear and authentic understanding of the benefits of maintaining healthy relationships</p>



Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria				
	<p>-- feelings, experience, views, attitudes, skills, intentions, motivation, etc - within or about a person - in relation to their team, from four perspectives.</p> <p>The Johari Window is made of four regions or quadrants:  <b>Open Self</b> – What others know about you and you know too.  <b>Blind Self</b> – What others know about you, but you don't.  <b>Hidden Self</b> – What others don't know about you, but you do. It's your secret.  <b>Unknown Self</b> – What others don't know about you and you don't either.</p> <p>See links for other related information:</p> <p><a href="https://apps.cfli.wisc.edu/johari/support/JohariExplainChapman2003.pdf">https://apps.cfli.wisc.edu/johari/support/JohariExplainChapman2003.pdf</a>  <a href="http://sourcesofinsight.com/know-and-share-yourself-enough/">http://sourcesofinsight.com/know-and-share-yourself-enough/</a>  <a href="http://changingminds.org/disciplines/communication/models/johari_window.htm">http://changingminds.org/disciplines/communication/models/johari_window.htm</a></p> <p>Having healthy relationships with other people is important because these connections with people can make us feel good about ourselves. They bring pleasure and fun to life, ensure social approval, provide individuals with emotional and physical support and help to form one's personal identity.</p>		<table border="1" data-bbox="1161 151 1713 589"> <tr> <td data-bbox="1161 151 1434 370"> <b>1. Known Self</b>  Things we know about ourselves and others we know about us </td> <td data-bbox="1434 151 1713 370"> <b>2. Hidden Self</b>  Things we know about ourselves that others do not know </td> </tr> <tr> <td data-bbox="1161 370 1434 589"> <b>3. Blind Self</b>  Things others know about us that we do not know </td> <td data-bbox="1434 370 1713 589"> <b>4. Unknown Self</b>  Things neither we nor others know about us </td> </tr> </table> <p>Students may use the guide below to complete the activity:</p> <p><b>Quadrant 1:</b> List 4 things you know about yourself.</p> <p><b>Quadrant 2:</b> List 2 things you know about yourself that others do not know (that you are comfortable sharing).</p> <p><b>Quadrant 3:</b> Peer share. Find at least two persons to share something about (yourself that you do/did not know).</p> <p><b>Quadrant 4:</b> List one situation that you do not think you would know how to deal with should it happen. State why. In pairs brainstorm options that could help you to handle the situation.</p> <p>Students will express how they felt about completing the Johari Window and how they can improve areas for future growth.</p>	<b>1. Known Self</b> Things we know about ourselves and others we know about us	<b>2. Hidden Self</b> Things we know about ourselves that others do not know	<b>3. Blind Self</b> Things others know about us that we do not know	<b>4. Unknown Self</b> Things neither we nor others know about us	<p>Responses to the reflective questions promote independent thinking that is honest and consistent with the image of self portrayed in the context of the Johari Window, emphasizing ways in which students can maintain healthy relationships with family and friends thus improving their future behaviours.</p>
<b>1. Known Self</b> Things we know about ourselves and others we know about us	<b>2. Hidden Self</b> Things we know about ourselves that others do not know							
<b>3. Blind Self</b> Things others know about us that we do not know	<b>4. Unknown Self</b> Things neither we nor others know about us							



Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p><b>Extended Learning:</b> See Mental Health &amp; High School Curriculum Guide (<a href="http://www.teenmentalhealth.org">www.teenmentalhealth.org</a>) Module 3: Information on Specific Mental Illness Activity # 3: Understanding Common Mental Health Disorders Found in Teenagers Purpose: •To provide a solid understanding of the five most common mental disorders that are found in teenagers: ADHD, Depression, Panic Disorder, Social Anxiety Disorder and Obsessive Compulsive Disorder</p> <p><b>Seven (7) YouTube Links on Common Adolescents' Mental Health Disorders provided to increase understanding.</b> 1. Jack and Jill Have ADHD <a href="https://youtu.be/rLghxG3mGMM">https://youtu.be/rLghxG3mGMM</a> 2. Teen ADHD <a href="https://youtu.be/rIKMo8VuC_c">https://youtu.be/rIKMo8VuC_c</a> 3. Tom has Separation Anxiety Disorder <a href="https://youtu.be/jEkFp0Ux4OQ">https://youtu.be/jEkFp0Ux4OQ</a> 4. Ellie's Depression <a href="https://youtu.be/i8EPzKxAiVw">https://youtu.be/i8EPzKxAiVw</a> 5. Dylan's Panic Disorder <a href="https://youtu.be/R3S_XYaEPUs">https://youtu.be/R3S_XYaEPUs</a> 6. Understanding Obsessive Compulsive Disorder (OCD) <a href="https://youtu.be/ua9zr16jC1M">https://youtu.be/ua9zr16jC1M</a> 7. Social Anxiety Disorder <a href="https://youtu.be/kitHQUWrA7s">https://youtu.be/kitHQUWrA7s</a></p>	<p>Simulations/ Creative Arts</p>	<p>Students will then make journal entries to answer: How well do I know myself? How can I use this information? — At school? — At home with the family? — In the community with friends and neighbours? How do I perceive myself vs how others perceive me? How can I use the Johari Window to maintain healthy relationships with family and friends?</p> <p>Students will be assigned one of the six life skills that comprise the Social Skills Category: <b>Interpersonal, Communication, Refusal, Negotiation, Empathy Advocacy, Assertiveness</b>. Each student will create scenario/case studies and use the steps involved in the assigned skills to design a plan or demonstrate how the application of the steps can lead to healthier relationships among parents, peers or siblings. Students should be encouraged to be as creative and detailed as possible (solutions to the case studies or scenarios are imperative).</p> <p><b>Reflective Questions</b> What skills do I need to develop? How will I know if my plan is helping to make the relationship better? Do I truly understand who I am as a person?</p>	<p>Simulation reflects effective use of the steps in communication, refusal, negotiation, empathy, advocacy or assertiveness that will contribute to healthy relationships and appropriate value/virtue of self-control, respect, trust, or commitment</p>



Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> <li>Demonstrate steps in social skills to build healthy relationships among friends, peers and family</li> </ul>	<p>Tolerance is the ability or willingness to have a fair and objective attitude to opinions or behaviour that one dislikes or disagrees with. It also implies showing respect to a person whose beliefs or practices differ from one's own. It is important to note that tolerance is not acceptance of different beliefs or practices. It is fostered by knowledge, openness, communication, and freedom of thought, conscience and belief. Tolerance is harmony in difference. Tolerance, the virtue that makes peace possible. (UNESCO MOST Clearing House Declaration of Principles on Tolerance).</p> <p>Synonyms for Respect and Tolerance: Esteem, honour, regard, value, cherish, appreciate, admire, praise, compliment, forbearance, toleration, sufferance, liberality, open-mindedness, lack of prejudice, lack of bias, broad-mindedness, liberalism.</p> <p>Communication skill in HFLE has three main areas (see p. XV for steps)</p> <ul style="list-style-type: none"> <li>Being an effective listener</li> <li>Empathetic listening</li> <li>Being an effective speaker</li> </ul>	<p>Think-Pair-Share/ Research/ Discussions</p>	<p>Students will compile a list of the various relationships they have, including parents, neighbours and friends. Students then draw or are given a concentric circle (see p. 45) in which they place individuals; the inner circle is reserved for those closest to them and those who are not so close are in the outer circles. They will share with their peers why persons fall in each circle, where they have encountered struggles and what they can do about it. Teacher will provide feedback to students to highlight that regardless of where people fall in the circle it is important to maintain healthy relationships. Students will then examine relationships in each circle and propose strategies they can use to improve those relationships, then journal about actions they will take to implement strategies.</p> <p>Students will, in pairs, share how they use technology to communicate in relationships. As a group, they will share experiences of how various friendships began online or via cell phone and who initiated contact. They will then research and analyse the advantages and disadvantages of technology on these relationships both from a personal experience standpoint and from the literature found during the research.</p> <p>Teacher will provide feedback as students discuss the reflective question, "How ethical is it to create a social media account below the stipulated age of 18?"</p>	<p>Diagrams reflect students' ability to accurately place individuals in the categories and recommend strategies to improve the relationships</p> <p>Journal entries indicate actions to implement strategies</p> <p>Students' responses indicate a clear understanding of the advantages and disadvantages of the application of technology in relationships and appropriate value/virtue adaptability</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p><b>The Effects of Technology on Communication in Relationships</b></p> <p><b>Keeping in Touch</b> Technology has made communication easy and instantaneous; however, it is still important to communicate face-to-face.</p> <p><b>Reaching a Broader Audience</b> As people’s ability to communicate improves, the reach of their messages widens. This can be especially important in politics and activism.</p> <p><b>Isolation</b> When we find ourselves subtly substituting electronic relationships for physical ones or mistaking our electronic relationships for physical ones. We may feel we’re connecting effectively with others via the Internet, but too much electronic-relating unexpectedly creates a sense of social isolation.</p> <p><b>Physical Comfort</b> Making our meaning clear electronically presents extra challenges. For example, we write things like “LOL” and “ROTFL” to describe our laughter, but they’re no real substitute for hearing people laugh, which has real power to lift our spirits when we’re feeling low.</p>	<p>Discussion/ Collaborative Learning/ Journaling</p>	<p>Students will participate in the game ‘Round Robin Conversations’. They are expected to have dialogue with their partners for a specific time. Sample discussion topic “Face-to-face conversations are excitement/punishment.”</p> <p>Guided/Reflective Questions: “When was the last time you sat for 30 minutes and spoke to a friend or family member without the use of technology?” “Why is it important to have physical contact with family and friends?” “How did it feel to sit with someone and talk without being distracted by technology?”</p> <p>Students will brainstorm responses to the question, “What does respect/tolerance look like to me in the classroom, at home, at school and community?” Students will create an individual word puzzle to include synonyms for the words respect and tolerance. Students will also write journal entries responding to the question, “How can I demonstrate respect and tolerance for peers, family, teachers, and community members in my everyday life?”</p>	<p>Students’ responses on technology in communication will highlight self-awareness skill and value/virtue e.g respect or compassion</p> <p>Journal entries reflect clear thinking, recommendations on how to demonstrate value/virtue respect or tolerance</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Distraction through Technology Technology can also be a distraction at home or in the office, instant messaging applications and social networks can draw a user's attention away from more important matters</p> <p><b>Depersonalization</b> Technology can also affect the quality of communication. One of the great benefits of the Internet is its anonymity, allowing users to explore and communicate without having to give away their personal details. Unfortunately, this can also lead to users behaving in ways completely different than they would in a face-to-face conversation.</p>	Creative Arts	<p>Students in groups will be assigned a life skill, for example, effective communication or empathy. They will develop logical arguments to express the importance of being able to apply these skills to build healthy relationships. They will then analyse the steps, plan and demonstrate using creative art forms how their competence in the skills will enhance their relationships.</p> <p>Reflective Question: "What was my biggest challenge and how can I overcome it?"</p>	Creative art form reflects effective use of communication or empathy skill to build healthy relationships inclusive of appropriate value/virtue e.g. compassion or care

## **THEME: SELF AND INTERPERSONAL RELATIONSHIPS**

### **MODULE 2: COPING WITH RISK AND ADVERSITY**

Acquire coping skills which will enable them to shun behaviours and lifestyles associated with crime, drugs, violence, motor vehicle accidents and other injuries.

#### **About the Module**

Students need to practise skills that reduce their involvement in risky behaviours. Crime, violence, bullying, use of alcohol and other drugs and motor vehicle accidents and other injuries threaten the fabric of Caribbean society and the lives of Caribbean youth. The acquisition of coping skills will increase students' ability to assume a responsible role in all aspects of personal, family and community living.

#### **Key Skills**

- Coping Skills (healthy self-management, self-awareness)
- Social Skills (communication, interpersonal relations, assertiveness, conflict resolution, mediation, anger management)
- Cognitive Skills (critical thinking, creative thinking, problem solving, decision making)

#### **GUIDANCE FOR THE TEACHER**

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

#### **LINKS TO OTHER SUBJECTS: RELIGIOUS EDUCATION**

## GRADE 7

### Theme: Self and Interpersonal Relationships

Module 2: Coping with Risk and Adversity

Unit 1: Building Resilience

Learning Goals: By the end of this unit, students should be able to:

1. Understand that people experience a wide range of feelings and emotions
2. Appreciate the importance of mastering the ability to be resilient
3. Apply life skills to manage their feeling and emotions constructively

**Core Values:** **Spiritual Insights & Safeguards – 1. Vision of self and others 2. Sense of the sacred 3. Purpose of life and life-forms 4. Stewards of the environment**

**Topic: 1 Feelings are Important**

**Life Skills:** Social: Communication, Empathy, Advocacy

Cognitive: Critical Thinking, Decision Making

Coping: Self-awareness, Coping with Emotions, Coping with Stress

**Values/Virtues:** **Sensitive, Respect, Non-judgemental, Honesty, Support**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>• Critically analyse various feelings expressed by self and peers.</li> <li>• Compare feelings about different experiences.</li> <li>• Show a willingness to express their feelings without causing harm to themselves and others.</li> <li>• Demonstrate coping skills to build resilience against adverse situations and acts of violence.</li> </ul>	<p><b>NOTE TO TEACHER:</b> Discussing feelings and emotions can be challenging for students. Please stress the importance of students sharing information. Speak with the Guidance Counsellor about your observations and encourage students to schedule time to meet with the Guidance Counsellor who should be able to provide support.</p> <p>Starting high school can be an overwhelming experience for any teenager. The high school environment is different from the primary school environment; it is expected that in grade seven students will experience diverse changes. They will face navigating a new school, making new friends in an unfamiliar class and getting to know new teachers. They may experience, feelings both negative and positive which are normal and dependent upon their interactions.</p>	<p>Discussion/ Case Study</p> <p>Stimulus Activity</p>	<p>Students will engage in discussion on various feelings experienced on the first day at school and in other real-life situations. See activities on pages 20-21 of their HFLE Student's Book 1). Examples of guided questions: "How did you feel on your first day of school?" "What do you think made you feel this way?" "What were you concerned about?" "How did you manage those feelings?"</p> <p>Students can research feeling words to enhance their vocabulary and the teacher provides ongoing feedback. <a href="http://www.laughteronlineuniversity.com/feelings-vs-emotions/">http://www.laughteronlineuniversity.com/feelings-vs-emotions/</a></p> <p>Students will be shown several faces depicting different feelings and will clap if they have ever experienced the feeling displayed. Students will choose from their hand-outs the ace that represents how they are feeling at the moment and explore situation(s) that elicited those feelings in the past (share only if they are comfortable). Students will mingle, collecting</p>	<p>Students' responses reflect a clear understanding of different types of feelings</p> <p>Ability to honestly compare various feelings and share experiences in a non-judgemental manner being aware of compliments and criticisms</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p><b>Emotions</b> are physical and instinctive, instantly prompting bodily reactions to threats and rewards.</p> <p><b>Feelings</b> are associated with bodily reactions that are activated through dopamine and oxytocin released by the brain. Dopamine is a neurotransmitter that helps control the brain’s reward and pleasure centres. Oxytocin regulates social interaction, playing a role in behaviours from maternal-infant bonding and milk release to empathy and generosity. When we hug or kiss a loved one, oxytocin levels increase; hence, oxytocin is often called “the love hormone. Feelings are mental experiences of body states, which arise as the brain interprets emotions.</p> <p><b>Grief</b> is the natural reaction to loss. Grief is both a universal and a personal experience. Individual experiences of grief vary and are influenced by the nature of the loss. Some examples of loss include the death of a loved one, the ending of an important relationship, job loss, loss through theft or the loss of independence through disability.</p> <p><b>Rejection</b> is one person saying to the other — “Keep away, I don’t want you around me now.” Such a message can hurt our ego and shake our self-worth. Thus, both giving and receiving a message of rejection must be handled with sensitivity and tact.</p>	<p>Simulations/ Checklist/ Discussion</p>	<p>as many signatures as they can from persons who selected the same ‘feeling’ faces and identify if the situations were similar or different.</p> <p><b>Reflective Questions</b>  “Why do you think it is important to notice how your classmates are feeling?”  “How do you feel knowing you can share similar feelings and emotions for totally different reasons? They will then gather into groups/pairs and share their experiences (Note that not all persons may feel comfortable sharing). See additional activities on pages 16-17 in their HFLE Activity Book 1.  <a href="http://www.primaryresources.co.uk/pshe/powerpoint/JN_emotions.ppt">www.primaryresources.co.uk/pshe/powerpoint/JN_emotions.ppt</a></p> <p>Students will discuss the concept of “I messages” and will watch the videos (or similar videos) for reinforcement and clarity. They will then brainstorm and list real-life scenarios that would have turned out more amicably if ‘I Messages’ were used.  <a href="https://www.youtube.com/watch?v=avw76Ly6E3w">https://www.youtube.com/watch?v=avw76Ly6E3w</a>/<a href="https://www.youtube.com/watch?v=vWTsH7rBffl">https://www.youtube.com/watch?v=vWTsH7rBffl</a></p> <p>Students will also note key elements in I messages ‘I Feel.... When.... Because’ and simulate scenarios using ‘I Messages’ in their groups. They will take turns to practise key elements in their group ‘I Feel.... When.... Because’ while maintaining eye contact, being cordial and respectful to others. In their journals, students will develop a self-monitoring checklist and record the number of times they used ‘I messages’ as opposed to ‘You messages’ in a given timeframe to demonstrate the various simulations. Reflective Questions for discussion will include, “How do I feel about using I</p>	<p>Completed checklist reflects effective use of coping with emotions skill, appropriate use of ‘I’ messages and appropriate value/virtue eg. sensitivity or respect</p>



Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>People who have good emotional health are aware of their thoughts, feelings, and behaviours. They have learned healthy ways to cope with the stress and problems that are a normal part of life. They feel good about themselves and have healthy relationships.</p> <p>However, many things that happen in your life can disrupt your emotional health. These can lead to strong feelings of sadness, stress, or anxiety. Even good or wanted changes can be as stressful as unwanted changes. These things include:</p> <ul style="list-style-type: none"> <li>• Changing schools</li> <li>• Dealing with the death of a loved one</li> <li>• Suffering an illness or an injury</li> <li>• Getting good grades</li> <li>• Performing well in sports</li> <li>• Moving to a new home</li> <li>• Having a new sibling.</li> </ul> <p>It is important that we learn to express and manage our feelings as we experience different situations. Managing our many emotions is what is important. Students need to recognize that they may have a variety of emotions.</p>	<p>Project/ Discussions</p>	<p>statements?" "Does the use of I statements make my words and demeanour appear more inviting and less threatening?" Students will report on their progress concerning the self-monitoring checklist and the teacher will provide ongoing feedback.</p> <p>Students in groups list as many life skills that will help them to cope with adverse situations (death, grief, rejection and separation). Considering steps in each skill they will create a "RESILIENCE PLAN" outlining how they will use the skill to cope with the assigned adverse situation. They may include in their plans sources of help and values that they will need to reinforce the plan or other coping strategies.</p> <p>Reflective Questions that may be used during the process are as follows: "How can I influence my peers to intentionally use I Messages?" "How can I empower my peers to be resilient?" "What are the personal benefits to be gained from using I Messages?"</p>	<p>Work cooperatively in groups to create an accurate 'Resilience Plan' that reflects the ideas, contributions, and opinions of all members while displaying steps of selected life skills throughout the process.</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>These emotions can be either positive or negative. Negative feelings must be adequately managed and expressed in appropriate ways. It is important for students to accept responsibility in expressing their feelings and a good way to do this is by using 'I messages.' The aim is to identify what they feel, when they feel and the reason for the feeling, for example, 'I feel anxious when I am asked to speak in public because I am shy.'</p> <p>Students can:</p> <ul style="list-style-type: none"> <li>• Write what they are feeling</li> <li>• Talk about their feelings with someone whom they trust</li> <li>• Engage in activities that allow them to express themselves</li> <li>• Use visual arts to express how they are feeling</li> <li>• Use ICT material to express their feelings and emotions</li> <li>• Exercise</li> </ul> <p>Everyone wants to be included in everyday activities. When we are not included, we feel sad and upset, lonely, confused, angry, as if we have no friends, or have been treated unfairly. Resilience is the ability to steer through serious life challenges and find ways to bounce back and thrive. We are born with the capacity for resilience, however, we need to work on it throughout our lives and we need to start as early as possible. Parents are the most important people to help build their children's resilience.</p>		<p><b>Reflective Questions</b></p> <p>"How much do I know about my emotional triggers?" "What can I do to ensure that I handle hurtful situations in a positive way?" "How important is it for me to be emotionally healthy?" Teacher will provide feedback to students as they articulate their opinions and feelings regarding the questions.</p> <p><b>Extended Learning:</b> See Mental Health &amp; High School Curriculum Guide</p> <p><b>Module 2:</b> Understanding Mental Health and Mental Illness</p> <p>Activity #3: Language Matters</p> <p>Activity #4: Language in the Media</p> <p><b>Module 3:</b> Information on Specific Mental Illness</p> <p>Activity # 3: Understanding Common Mental Health Disorders Found in Teenagers</p> <p>Purpose:</p> <ul style="list-style-type: none"> <li>•To provide a solid understanding of the five most common mental disorders that are found in teenagers: ADHD, Depression, Panic Disorder, Social Anxiety Disorder and Obsessive Compulsive Disorder</li> </ul>	

## GRADE 7

### Theme: Self and Interpersonal Relationships

Module 2: Coping with Risk and Adversity

Unit 2: Reducing Risky Behaviours

Learning Goals: By the end of this unit, students should be able to:

1. Understand better the consequences of risky behaviours
2. Demonstrate good decision making skills when faced with risky behaviours
3. Apply social skills to resist substance use and misuse

Core Values:

**Spiritual Insights & Safeguards – 1. Vision of self and others 2. Sense of the sacred  
3. Purpose of life and life-forms 4. Stewards of the environment**

Topic: 1

**Stay Positive: Be Drug Free**

Life Skills:

Social: Communication, Assertiveness

Cognitive: Decision Making, Creative Thinking, Problem Solving

Coping: Healthy Self-management, Coping with Emotions

Values/Virtues:

**Respect, Humility, Self-control, Reason, Wisdom**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>At the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>• Examine potential reasons for substance use and misuse</li> <li>• Investigate factors that contribute to risk-taking behaviours.</li> <li>• Integrate personal strategies to resist/protect against influences of unsafe environments</li> </ul>	<p><b>NOTE TO TEACHER:</b> Please note students should only share personal experiences if comfortable.</p> <p><b>Drug and alcohol use and misuse are preventable:</b> Encourage students to get educated. Know the facts. Once they do, they will realize that it is not worth endangering their career, health, relationships and future.</p> <p>Tips for Students: Resist pressure. Think ahead about how to say “NO.” Avoid situations where people will be drinking and using illegal substances. Get involved in non-drinking activities. Confront your problem, if you have one. Get help for the underlying problems and factors that may contribute to risk-taking behaviours such as family, relationships, anxiety or depression, relationships, anxiety or depression,</p>	<p>Think- Pair-Square-Share</p> <p>Survey/ Presentation/ Discussion</p>	<p>Students will think in silence about their answers to the questions “Why do people use drugs?” and “What makes being drug-free important to you?” They will then share with the person next to them. The pair of students will then discuss their answers with another pair and choose the best possible answer. Students in groups of four will research additional reasons for substance use and misuse and present them to the whole class. Teacher can provide additional resource materials and provide feedback to the students.</p> <p>Through surveys among health professionals, peers, family and community members, students in small groups will investigate factors that result in risk-taking behaviours that may result in substance use and misuse.</p> <p>They will rank the factors using a rating scale in order of most influential to least, based on the number of responses received for each factor.</p>	<p>Students present reasonable arguments to support reasons for the use and misuse of substances</p> <p>Presentations indicate a clear and accurate understanding of the factors that contribute to risk-taking behaviours</p>



Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>the Jamaica Youth Risk and Behaviour study confirmed that adolescents who smoke marijuana are likely to engage in early sexual activities. Risky behaviours and their consequences include:</p> <ul style="list-style-type: none"> <li>• Addiction</li> <li>• Obesity and illness</li> <li>• Risky Sexual Practices</li> <li>• Teenage pregnancy</li> <li>• Break down in family relationships</li> <li>• Poor academic performance</li> <li>• Death</li> <li>• Jail</li> </ul> <p>There are several ways to protect ourselves from the negative consequences of risk-taking: These include: Setting realistic goals for ourselves Using decision making skills</p>		<p>home, community and online spaces. Students should be reminded to be realistic and authentic in the presentation of their projects.</p> <p><b>Extended Learning:</b> See Mental Health &amp; High School Curriculum Guide (<a href="http://www.teenmentalhealth.org">www.teenmentalhealth.org</a>) Module 1: The Stigma of Mental Illness Activity # 6 (Optional) - Reducing Stigma - What Works? Purpose: • To provide students with practical ideas about what they can do to reduce the stigma of mental illness in their everyday lives.</p> <p>Module:3 Information on Specific Mental Illness Activity # 1: PowerPoint Presentation: What happens when the brain gets sick?</p>	

**GRADE 7**

**Self and Interpersonal Relationships**

**Topic: 1**

**I am Alcohol-Free**

**Life Skills:**

Social: Empathy, Assertiveness, Refusal  
 Cognitive: Critical Thinking, Decision Making  
 Coping: Self-awareness, Healthy Self-management, Coping with Emotions

**Values/Virtues:**

**Consistency, Self-restraint, Resilience, Self-control, Respect**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>• Examine the effects of using and misusing alcohol</li> <li>• Cite evidence to support the fact that alcohol is the most common drug among adolescents</li> <li>• Show a willingness to abstain from alcohol use</li> <li>• Demonstrate social and cognitive skills to promote messages about abstaining from alcohol</li> </ul>	<p>Alcohol is the most common drug used and misused by adolescents and young adults in Jamaica. The age of first alcohol use is 11.7 years.                      (<a href="http://ncda.org.jm/images/pdf/researchday/substance.pdf">http://ncda.org.jm/images/pdf/researchday/substance.pdf</a>)</p> <p><b>Short-Term Effects of Alcohol Use</b></p> <ul style="list-style-type: none"> <li>• Slurring of speech</li> <li>• Drowsiness</li> <li>• Emotional changes</li> <li>• Sleep disruption</li> <li>• Lowering of body temperature</li> </ul> <p><b>Symptoms of Excess Alcohol Intake</b></p> <ul style="list-style-type: none"> <li>• Nausea and vomiting</li> <li>• Loss of bladder and bowel control</li> <li>• Blackouts, in which a drinker does not remember what happened while he or she was drinking</li> <li>• Temporary loss of consciousness.</li> <li>• Coma and death</li> </ul>	<p>Discussion/                      ICT/                      Presentation</p> <p>Research/                      Group                      Discussions</p>	<p>Discussion will be initiated by the reflective question, “How difficult or easy is it to say no to substance use and misuse?” Students will watch the videos “Under Construction: Alcohol and the Teenage Brain” <a href="https://www.youtube.com/watch?v=g2gVzVIBc_g">https://www.youtube.com/watch?v=g2gVzVIBc_g</a>                      The Dangers of Underage Drinking: My Instead Movie  <a href="https://www.youtube.com/watch?v=aY4B1wSEqLY">https://www.youtube.com/watch?v=aY4B1wSEqLY</a>. Students will analyse the actions of the players in the video using the guided questions, “What are the effects of using and misusing alcohol as seen in the video?”  Note effects that they have witnessed among family, peers and community folks.</p> <p>Students in small groups will research and present information on adolescent alcohol consumption, its effects and potential impact on growth and development. Diagrams, videos, pamphlets and other relevant resources can be used to present the data gathered.</p>	<p>Presentations show an accurate understanding of the effects of using and misusing alcohol.</p> <p>Presentations reflect clear and factual information on alcohol and its use among adolescents</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Young people who drink are more likely to be the victims of violent crime, to be involved in alcohol-related traffic accidents, and to have depression and anxiety. Other risky behaviours are also linked to early drinking. Young people who start using alcohol before age 21 are more likely to:</p> <ul style="list-style-type: none"> <li>• Be involved in violent behaviours</li> <li>• Attempt suicide</li> <li>• Engage in unprotected sex or have multiple sex partners</li> <li>• Develop alcohol problems later in life</li> </ul> <p><b>Did you know that alcohol makes depression worse?</b></p> <p>Many people begin drinking more when they are feeling depressed, largely because it helps them forget about their troubles. Alcohol seems to numb the brain and make problems less immediate. However, alcohol isn't a good way to cope with feelings of sadness and depression. Alcohol falls into a category of substances called "depressants" because they slow down the brain and other organs in the body. People can become so addicted to alcohol that they can't face their problems without it.</p> <p><b>Avoid using alcohol as a relief.</b> Alcohol relaxes the parts of the brain that help you think clearly and control your behaviour.</p>	<p>Brainstorming/ Creative Arts</p> <p>Creative Expression</p>	<p>Students will brainstorm a list of fun alternatives to drinking (a minimum of 15 activities). In pairs or trios, they will state how important it is for them to confidently refuse the use of alcohol. Then they will select one of the activities on the board and create a commercial or an advertisement promoting the activity as an alternative to drinking alcohol. They may create a still advertisement (as one would see in a magazine or a newspaper), or a radio or television advertisement. The advertisement should contain references on the importance of willingly abstaining from alcohol use, how to participate in the activity, who can do it, what supplies are needed, where to participate, and why it is better than drinking.</p> <p><b>Reflective Questions:</b></p> <p>"What do you do for fun?"</p> <p>"Does it need to include drinking?"</p> <p>"How can your drinking harm others?"</p> <p>Students will be divided into groups of two or three and challenged to write a song of any genre that delivers an anti-drinking message. Songs must outline how they will use one of the life skills to avoid using substances.</p> <p>Students will have two choices for their song: Create an original piece with original lyrics OR adapt an appropriate musical item. Students may also create pamphlets with the theme, "21 ways to say no to alcohol use." Use reflective questions to process the future actions students will take to ensure that they are alcohol-free.</p>	<p>Creative Arts presentation clearly and consistently promotes students' willingness to abstain from alcohol use and misuse along with appropriate value/virtue eg. self-restraint</p> <p>Creative expression effectively illustrates steps in decision making, empathy, self-awareness, healthy self-management or refusal skill and appropriate value/virtue e.g. responsibility, respect</p>

**GRADE 7 Theme: Self and Interpersonal Relationships**

Module 2: Coping with Risk and Adversity

Unit 3: Conflict Management

Learning Goals: By the end of this unit, students should be able to:

1. Understand the factors that create conflict and the strategies for solving them
2. Appreciate that social skills, including conflict management, are necessary for good interpersonal relationships
3. Apply social and cognitive skills to cope with violence at home, school and in relationships

Core Values: **Spiritual Insights & Safeguards – 1. Vision of self and others 2. Sense of the sacred 3. Purpose of life and life-forms 4. Stewards of the environment**

Topic: 1 **Conflict: Where Do I Stand?**

Life Skills: Social: Communication, Refusal, Assertiveness, Conflict Resolution, Conflict Management

Cognitive: Critical Thinking, Decision Making,

Coping: Healthy Self-management, Coping with Emotions

Values/Virtues: **Respect, Trust, Peace, Humility, Sensitivity**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>• Determine the cause and effect of different kinds of hurtful behaviour</li> <li>• Critically analyse factors that result in violence at home, school and community</li> <li>• Assess strategies for handling personal conflicts</li> <li>• Justify the importance of displaying respect for the opinions of other persons.</li> </ul>	<p><b>NOTE TO TEACHER:</b> This can be a sensitive and difficult topic for some students. Please respect their requests to not share if they are averse to participating in some of the activities. Find other ways of including them to create balance and fairness.</p> <p>Conflict is a normal part of life. We all have occasional conflicts, even with people we love. But we shouldn't let conflicts turn into big fights, especially violent ones.</p> <p>There are always differences of opinions and sometimes misunderstandings between persons that can result in hurtful behaviours such as:</p>	<p>Game/ Discussion</p>	<p>Initiate discussion with a reflective question: "How do I feel when I see people hurting each other for example, in a fight?"</p> <p><b>Pass the Ball:</b> Students in groups of five or six will pass the ball to each other and state at least two behaviours they consider hurtful. At the end of the first round, they will note what each participant said and will share instances when they have seen and experienced hurt, what were the cause, how they feel about these situations, what was done to lessen the hurt and how have they moved on since. This activity will continue for the number of rounds decided on and teacher will provide on-going support and feedback. Teacher should encourage students to share what they are comfortable divulging.</p>	<p>Students' responses indicate a clear and accurate understanding of the causes and effects of hurtful behaviours</p>



Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> <li>Practice acquired life skills to cope with violence at home, school and in relationships.</li> </ul>	<p>verbal harassment, fights, gossiping, unfriending each other on social media, exclusion from events, stealing, misrepresentation of facts, fear and unfairness.</p> <p>It is important to determine whether an action is deliberate or not. It is also necessary to be willing to forgive a mistake and to talk out a potential problem to manage conflict.</p> <p>There are many different strategies for dealing with conflicts, including the REAL, SWAT and CAPS methods.</p> <p>R-Refuse    C-Cool down  E-Explain    A-Agree to work it out  A-Avoid      P- get the Point of view  L-Leave      S-Solve the problem  S- Say no  W-Explain Why  A- Suggest alternatives  T- Talk</p> <p><b>Here are some rules for keeping conflicts from getting out of control.</b></p> <ul style="list-style-type: none"> <li>Tell the other person what's bothering you, but do it nicely.</li> <li>Don't let your emotions take control.</li> <li>Listen to the other person.</li> <li>Try to understand how the other person is feeling.</li> <li>Look for a compromise.</li> <li>No name-calling or insults.</li> <li>No hitting.</li> <li>Don't yell or raise your voice.</li> </ul>	<p>Interview/ Pictorial Illustrations/ Discussions</p> <p>Discussion/ Simulation</p> <p>Discussion</p>	<p>Students will conduct interviews with peers, family and community members to ascertain factors that may result in violence at home, school and community.</p> <p>Teacher will engage students in activities to create a graph/pictorial representation of the interview findings. Reflective questions will guide students' thinking on the impact of these issues on their development and that of the nation, for example, "How am I influenced by these factors?" "How many of these behaviours do I exhibit?" "How can I positively influence others in changing their negative actions?"</p> <p>Students will listen to/watch recent national/international news and participate in a discussion about the conflicts/violence presented. Guided discussion questions: "What could be the real source of the conflict?" "What strategy/strategies could have been employed to result in more amicable solutions?" They will then create real-life scenarios and apply the steps in one of the assigned/chosen strategies and simulate plans/activities they can use to lessen some of the conflicts they face daily.</p> <p>Students will participate in a panel discussion on the importance of displaying respect to minimize/avoid conflicts. They will then plan and implement an activity to promote strategies to manage conflicts while demonstrating respect and other value/virtues. Students may turn reflective questions ("Why is it important for me to show respect?" "How does self-respect minimize conflicts?") into taglines for their promotional activity for example, 'Respect, just show it,' 'Respect at Work' 'Respect Can you hear me now?'</p>	<p>Illustrations and discussions depict students' ability to objectively analyse factors that may cause violence at home, school and community and their ability to overcome and alter their future behaviours that will result in positive actions toward self and others</p> <p>Simulations reflect students' level of self-awareness to assess and apply strategies for handling their conflicts</p> <p>Discussion reflects a clear and accurate understanding of the importance of displaying respect and other value/virtues to minimize/avoid conflicts</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p><b>Ask adults for help</b>  R-E-S-P-E-C-T is at the heart of conflict resolution; it allows us to bring out the best in ourselves and others.  Students need to be able to express their thoughts and opinions in a non-threatening and respectful manner and for them to respond in a like manner.</p> <p>Respect is influenced by our experiences, such as in our families and community. Respect varies with context. Showing other people respect is a critical part of maintaining important personal relationships.</p> <p>Learning to respect people’s efforts, abilities, opinions, and quirks will help keep you happy and successful in your interpersonal life.</p> <p>Important to Note for Students:  Respecting yourself can help you move forward with the confidence to make a habit of respect and share it with the people around you, which will undoubtedly minimize the number of conflicts that you are likely to encounter.</p>	Checklist	Reflective questions will be used to initiate the activity: “How can I break the silence?” “What can I do to step up and speak out?” Using the steps for conflict resolution/ conflict management students will create a checklist to assess their ability to manage situations of violence at home, school and community. Encourage students to record their behaviours over time to track progress in handling conflicts through the application of life skills and note commitments for future behaviours.	Completed checklist reflects effective use of conflict management or conflict resolution skill and appropriate value/ virtue eg. respect or peace



Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Bullying may be a manifestation of some deep-rooted challenges that the bully might be facing. Bullying is a problem that affects people of all ages, ethnic groups and social classes and can result in several negative consequences for the victim and others. Bullying can result in low self-esteem, poor academic performance, truancy, fear of authority, suicide and even murder.</p> <p><b>How to handle bullying non-violently.</b></p> <ol style="list-style-type: none"> <li>1. Victim:</li> <li>2. Tell an adult</li> <li>3. Walk away</li> <li>4. Don't blame yourself</li> <li>5. Avoid situations where bullying can occur</li> <li>6. Be confident</li> <li>7. Do not fight back</li> <li>8. Control your anger</li> </ol>	<p>Creative Expression/ Role Play</p>	<p>They will discuss what they learnt from the activity. Suggested guided questions: Was your paper as smooth as when you first got it? In what ways has the paper changed? After trying to straighten the paper out, were you able to erase all the wrinkles? Note: This is what may happen when Power, Intent and Repetition are used to bully someone (Adapted from the Crumpled Paper Story) Students will make journal entries about actions/behaviours they will willingly take to stop/reduce behaviours that may be considered bullying.</p> <p><b>Reflective Questions</b></p> <p>How difficult/or easy is it for me to say I am sorry? Am I a bully? Why/Why not? Explain your response.</p> <p>Students will trace one hand on a sheet of paper. In the middle of the palm, they will copy the words "NO BULLIES ALLOWED". For each finger they will write one way they can handle bullying non-violently; for example, talk to an adult. This should be added to their portfolios. In groups, students will then role-play their identified strategies to prevent or respond to bullying.</p> <p>Examples: A bully demands someone's lunch money every day Two students paste a note on the back of another student that says "I am stupid. Hit me!"</p>	<p>Creative expression effectively illustrates non-violent ways of responding to bullying and appropriate value/virtue eg. respect, love or compassion</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Bystander</p> <ul style="list-style-type: none"> <li>• Don't join in with the bully</li> <li>• Get help</li> <li>• Offer support and encouragement</li> <li>• Encourage the person to get help</li> <li>• Be a friend</li> <li>• Avoid putting yourself at risk Tips for Bully</li> <li>• Get help</li> <li>• Put yourself in the other person's shoes</li> <li>• Think before you act</li> </ul> <p><a href="https://www.unodc.org/pdf/youthnet/handbook_school_english.pdf">https://www.unodc.org/pdf/youthnet/handbook_school_english.pdf</a></p> <p>Anger is a feeling and when it is expressed as an emotion the behaviours displayed can be violent or result in violence. Conflict Resolution and Conflict Management are skills students are to be explicitly taught and given deliberate activities to practice. Please see pages XIV–XVII in the HFLE Curriculum Guide for the steps in each skill.</p>	<p>ICT/ Presentations</p> <p>Projects/ Creative Arts</p>	<p>Students will watch the video <a href="http://youthjamaica.com/content/bullying">http://youthjamaica.com/content/bullying</a> and participate in a whole class discussion utilizing the discussion guide, sample questions:</p> <ul style="list-style-type: none"> <li>• Who is the bully in the video?</li> <li>• Who is being bullied? And why?</li> </ul> <p>Students will process the reflective questions:</p> <ol style="list-style-type: none"> <li>1. If your friend was being bullied or teased,</li> <li>2. What would you do?</li> <li>3. How would I describe the difference between bullying and teasing?</li> </ol> <p>They will then create a blog/newsletter/video to advocate for an In-School No Bullying Policy. Their selected medium of presentation may include samples of work done previously in the lesson.</p> <p>Students will advocate and plan a 'No Bullies Allowed Awareness Day' and invite guest presenters from the guidance department, School Resource Officer, RISE Life Management Services etc. Students who have been victims or were once bullies may be invited to share their experiences. Key areas to address: How to prevent bullying, Effects of bullying, Consequences of Bullying, and How to respond to bullying?</p> <p>Students will consider the following reflective questions in preparing the activities:</p> <ul style="list-style-type: none"> <li>• How can I take this message of no bullying to my community?</li> <li>• How can I become a no-bully advocate?</li> </ul> <p>Students will use selected skills to create posters to highlight "No Bullying" messages.</p>	<p>Presentations will effectively demonstrate the application of the steps in advocacy skill along with the value/virtue of humility or love.</p> <p>Creative expression effectively illustrates steps in advocacy, conflict resolution or negotiation skill and value/virtue e.g. compassion or understanding</p>

## **THEME: SELF AND INTERPERSONAL RELATIONSHIPS**

### **MODULE 3: RESPECT AND TOLERANCE FOR SELF AND OTHERS**

Respect the rich diversity that exists among Caribbean peoples as a valuable resource for the sustainable development of the region within the framework of democratic and ethical values.

#### **About the Module**

Students must be committed to valuing and respecting the rich diversity (cultural, ethnic and religious) of the people of the Caribbean and demonstrate awareness that survival in a global economy demands that we pool our individual and collective resources to be productive as a people. They must maximise their potential as contributors to sustainable development while embracing core values and democratic ideals.

#### **Key Skills**

- Coping Skills (healthy self-management)
- Social Skills (communication, assertiveness, refusal, negotiation)
- Cognitive Skills (critical thinking, creative thinking, problem solving, decision making)

#### **GUIDANCE FOR THE TEACHER**

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
4. Assessment plans should reflect formative and summative assessments in every lesson.
5. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
6. Use reflective questions throughout the lesson to facilitate values and attitude development.
7. Adopt STEAM integration approach to encourage application of life skills.
8. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
9. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
10. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

#### **LINKS TO OTHER SUBJECTS: RELIGIOUS EDUCATION, SOCIAL STUDIES, CIVICS**

**GRADE 7****Theme: Self and Interpersonal Relationships**

Module 3: Respect and Tolerance for Self and Others

Unit1: Embracing Diversity

Learning Goals: By the end of this unit, students should be able to:

1. Understand the importance of interactions among people of diverse cultural and ethnic groups
2. Grasp the significance of personal commitment and hard work to the development of all people
3. Demonstrate how the diversity of ethnic groups can enhance development of the Caribbean

**Core Values:** **Spiritual Insights & Safeguards – 1. Vision of self and others 2. Sense of the sacred 3. Purpose of life and life-forms 4. Stewards of the environment**

**Topic: 1 Out of Many One People****Life Skills:** Social: Assertiveness, Communication

Cognitive: Critical Thinking, Creative Thinking

Coping: Self-awareness

**Values/Virtues: Industrious, Respect, Cooperation, Open-Mindedness**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>• Illustrate ways in which people are unique</li> <li>• Clarify the importance of personal commitment and hard work to the improvement of self, others and the wider community.</li> <li>• Recognize the significance of self as a resource for sustainable development within the region.</li> </ul>	<p><b>NOTE TO TEACHER:</b> Please issue assignments before classes to ensure that students are adequately prepared for complete involvement.</p> <p>We need to give each other the space to grow, be ourselves and exercise our diversity. We need to give each other space so that we may both give and receive such beautiful things as ideas, openness, dignity, joy, healing, and inclusion. Max de Pree</p> <p>Diversity encompasses complex differences and similarities in perspectives and points of view among members of an institution as well as among individuals who make up the wider community. Diversity includes important and interrelated dimensions of human identity such as race, ethnicity, socio-economic status, nationality, citizenship, religion,</p>	Creative Expressions	Students in small buzz groups (less than six) will discuss their responses to the reflective question, “How important is it for me to embrace cultural diversity?” They will then select their mode of creative expression to illustrate ways in which people differ in this cultural ‘melting pot’ of our island home Jamaica. They may include information on dress, speech, language, ethnicity, food, culture, music, entertainment, religion, politics and other areas to show how differences make people unique.	Creative expressions demonstrate students’ ability to articulate their opinions on diversity and illustrate ways in which differences make people unique.

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> <li>Demonstrate social skills to improve interactions with people of diverse cultural and ethnic groups.</li> </ul>	<p>ability and age. These differences are important to understand but they cannot be used to predict any individual's values, choices or responses.</p> <p><b>Commitment</b> usually evokes a strong sense of intention and focus. It typically is accompanied by a statement of purpose or a plan of action. Very often, we utilize this word regarding proclamations we may make about the seriousness of our relationships, goals and intentions.</p> <p><b>Hard work</b> speaks to being industrious, making sacrifices, being zealous about accomplishing goals and making mental efforts to achieve success. Hard work is not limited to physical labour and is a quality and value that should be encouraged among the youth.</p> <p>There is a difference between talents and skills. Talents refer to natural ability and skills refer to the application and practice of knowledge. It is important for students to be aware of their talents and to practice their skills.</p>	<p>Fishbowl Discussion</p>	<p><b>Fishbowl:</b> Divide your class in half if it is a small group or three to four groups for larger classes. One half/group will form the center circle, facing inward leaving an extra chair empty. The other half/groups will form the outer circle, facing inward as well. The students in the inner circle will discuss a predetermined topic. The outside circle will be listening to the discussion, making notes of interesting, new, or contradictory information; and if they want to share they should indicate and when acknowledged he/she should take the empty chair and return to the outer circle when finished. They are not allowed to contribute to the discussion from the outer circle. The inner and outer circles can then switch positions and repeat the steps above.</p> <p><b>The links below provide additional information on the Fish Bowl technique:</b>  <a href="http://www.edchange.org/multicultural/activities/fishbowl.html">http://www.edchange.org/multicultural/activities/fishbowl.html</a> or  <a href="https://www.learner.org/workshops/tml/workshop3/teaching2.html">https://www.learner.org/workshops/tml/workshop3/teaching2.html</a></p> <p>Discussion questions for the “Fishbowl” activity can include, the importance of commitment and hard work to the improvement of self, others and the wider community. Sample topics “Commonality in Diversity, Commitment and Hard Work in the Village.”</p> <p><b>Reflective Question</b></p> <p>How can my personal improvement help the society to grow?</p>	<p>Students' responses reflect valid reasons to support the importance of personal commitment and hard work to self and community development including appropriate value/virtue e.g. industrious or cooperation</p>





## RESOURCES

### Rosenberg Self-Esteem Scale

Instructions: Below is a list of statements dealing with your general feelings about yourself. If you strongly agree, circle SA. If you agree with the statement, circle A. If you disagree, circle D. If you strongly disagree, circle SD.

1	On the whole, I am satisfied with myself.	SA	-	A	-	D	-	SD
2	At times, I think I am no good at all.	SA	-	A	-	D	-	SD
3	I feel that I have a number of good qualities.	SA	-	A	-	D	-	SD
4	I am able to do things as well as most other people.	SA	-	A	-	D	-	SD
5	I feel I do not have much to be proud of.	SA	-	A	-	D	-	SD
6	I certainly feel useless at times.	SA	-	A	-	D	-	SD
7	I feel that I'm a person of worth, at least on an equal plane with others.	SA	-	A	-	D	-	SD
8	I wish I could have more respect for myself.	SA	-	A	-	D	-	SD
9	All in all, I am inclined to feel that I am a failure.	SA	-	A	-	D	-	SD
10	I take a positive attitude toward myself.	SA	-	A	-	D	-	SD

**Scoring:** SA=3, A=2, D=1, SD=0. Items with an asterisk are reverse scored, that is, SA=0, A=1, D=2, SD=3. Sum the scores for the 10 items. The higher the score; the higher the self-esteem. Scores below 15 suggest low self-esteem.

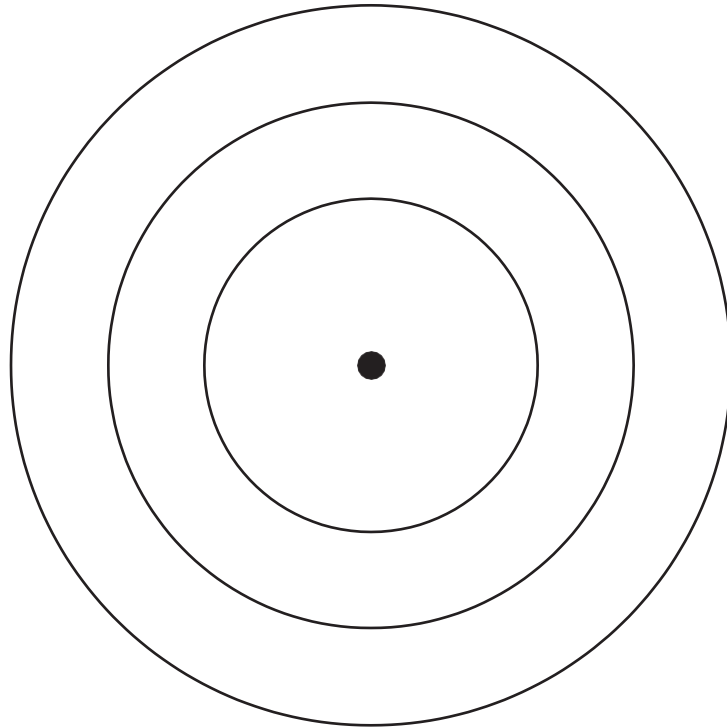
**Note to Teacher:** This scale should be used to assess individual students' levels of self-esteem. Please refer students with a score below 15 to the Guidance Counsellor.

The scale may be used without explicit permission. The author's family, however, would like to be kept informed of its use:

The Morris Rosenberg Foundation  
c/o Department of Sociology  
University of Maryland  
2112 Art/Soc Building  
College Park, MD 20742-1315

Concentric Circle (to teach relationships)

**Instruction: Students should write in the different circles, persons with whom they have relationships. Relationships that are closest in the inner circle and those that are not very close are in the outer circles.**




## Assessing Risk Handout

**Topic: Risky Behaviours.** Write the possible consequences for these behaviours:

Behaviours		Consequences
1	Drinking alcohol	
2	Smoking	
3	Fighting	
4	Joining a gang	
5	Bullying someone	
6	Having sex	
7	Not studying for a test	
8	Eating a lot of junk food	

## VALUES AND OPINIONS BINGO

B	I	N	G	O
I should always have the last say in a discussion when I know I am right	Knowing who I am is empowering	Is important to practice active listening (listening with ears and observing body language)	It is important to listen to the opinions of both males and females in relationships	Honesty and trust are important values in a relationship
It is easy to talk to girls	Is afraid of being hurt	Having common interests, likes, or hobbies is important in relationships	Have been hurt by friends	Being able to solve arguments and problems without hurting the relationship is valuable
Conflict resolution skill is important to develop	Uses social media daily	Safe space 	Keeping your word in the relationship is important	High self-esteem is important
Loves to feel loved and safe	Equality in the relationship	Girls rarely pressure boys to express themselves	Willing to seek guidance and support to enhance relationships	It is easy to talk to boys
A healthy relationship does not include violence and bullying	Loves life, family and friends	I have a right to be heard in my relationships	Is a private person	It is easier to cry than it is to talk to my parents

Write agree/disagree/undecided/in the box with the value statement that resonates with you from the five columns. Once completed, find peers that share the same values on at least one statement in the five columns. Write the names of the persons beside the statements. Once you have five different persons, call out BINGO!!

# **SAFETY & SECURITY**



## Safety and Security – Grade 7 – TERM 1

NATIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
<p><b>NS SS1</b> Examine rights and responsibilities in relation to Protection, Safety and Security to preserve self, family, school and community.</p>	<ol style="list-style-type: none"> <li>Demonstrate awareness of their rights and responsibilities in relation to Protection, Safety and Security (self, family and school).</li> <li>Incorporate safety principles to respond appropriately to risky situations</li> <li>Appreciate the personal and collective responsibilities of students and their families in reducing exposure to community safety and security risks</li> </ol>	<ol style="list-style-type: none"> <li>Exploring Concepts of Protection, Safety and Security</li> </ol>	<ol style="list-style-type: none"> <li>Understanding my Rights as a Child Within the Family and Society</li> <li>Protection from Harm</li> </ol>	<ul style="list-style-type: none"> <li>Preserve and Protect (My Rights: My Responsibilities)</li> <li>Be Wise. Open your Eyes. Spot Them. Stop Them. Report Them.</li> <li>Overcoming Truancy</li> <li>Be a Hard Target</li> </ul>
<p><b>NS SS2</b> Analyse the influence of socio-cultural, economic factors and personal beliefs on lifestyle choices related to protection, safety and security.</p>	<ol style="list-style-type: none"> <li>Assess the impact of socio-cultural influences on anti-social behaviours.</li> <li>Make appropriate choices with respect to minimizing the opportunities to breach the safety of self and others.</li> <li>Display skills to prevent the escalation of maladaptive behaviours at home, school and the community.</li> </ol>	<ol style="list-style-type: none"> <li>Factors influencing Behaviours Related to Safety and Security</li> </ol>	<ol style="list-style-type: none"> <li>Risk Factors to Protection, Safety and Security.</li> <li>Reducing Risky Behaviours</li> </ol>	<ul style="list-style-type: none"> <li>Internet Safety: My Choice</li> <li>My Digital Footprint</li> <li>Scamming: Where do I Stand?</li> <li>Cyberbullying is a No! No!</li> <li>Speak up! Speak out! (Reporting Abuse)</li> <li>Say No to Gangs</li> <li>Eradicate Extortion</li> </ul>
<p><b>NS SS3</b> Develop action competence and build capacity to minimize factors affecting protection, safety and security within all contexts</p>	<ol style="list-style-type: none"> <li>Demonstrate an understanding of issues that impact survival and development.</li> <li>Demonstrate the ability to locate and utilise community</li> <li>resources that support protection, safety and security.</li> </ol>	<ol style="list-style-type: none"> <li>Safeguards for Protection, Safety and Security</li> </ol>	<ol style="list-style-type: none"> <li>Minimizing My Risks</li> </ol>	<ul style="list-style-type: none"> <li>Am I Safe or Am I Safe?</li> <li>Protection: Safety= Security: #my1responsibiity</li> </ul>



## **THEME: SAFETY AND SECURITY**

### **MODULE 1: EXPLORING CONCEPTS OF PROTECTION, SAFETY AND SECURITY**

Examine rights and responsibilities in relation to Protection, Safety and Security to preserve self, family, school and community.

#### **About the Module**

The lack of knowledge about the rights and responsibilities of one's self and surroundings contributes to the unjust and inhumane treatment of people in today's society. Students need to be aware of their rights and responsibilities so that they may effectively integrate these safety principles in any situation that may arise, in turn preserving themselves, their families and their surroundings.

#### **Key Skills**

- Coping Skills (healthy self-management, self-awareness)
- Social Skills (communication, interpersonal relations)
- Cognitive Skills (critical thinking, creative thinking, problem solving, decision making)

#### **GUIDANCE FOR THE TEACHER**

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

#### **LINKS TO OTHER SUBJECTS: RELIGIOUS EDUCATION, SOCIAL STUDIES**

**GRADE 7****Theme: Safety and Security**

Module 1:

Exploring Concepts of Protection, Safety and Security

Unit1:

Understanding My Rights as A Child within the Family and Society

Learning Goals:

By the end of this unit, students should be able to:

1. Understand their rights and responsibilities as children
2. Recognize the value of applying safety precautions to their protection, safety and security
3. Apply life skills needed to reduce their exposure to safety and security risks within the family and society

**Core Values:****Spiritual Insights & Safeguards – 1. Vision of self and others 2. Sense of the sacred****3. Purpose of life and life-forms 4. Stewards of the environment****Topic: 1****Preserve and Protect (My Rights: My Responsibility)****Life Skills:**

Social: Assertiveness, Empathy, Refusal

Cognitive: Critical Thinking, Creative Thinking, Problem Solving

Coping: Self-awareness, Healthy Self-management

**Values/Virtues:****Courage, Willingness, Respect, Commitment, Resilience**

Objectives	Points To Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>• Examine the terms rights and responsibilities of a child</li> <li>• Classify rights into their correct categories</li> <li>• Show willingness and commitment to advocating for the rights of children</li> <li>• Demonstrate social skills to cope with breaches of their personal rights</li> </ul>	<p><b>NOTE TO TEACHER:</b> Please note that students might be going through abuse or have been abused so be alert and sensitive in guiding students through this topic.</p> <p><b>Rights of a child:</b></p> <ul style="list-style-type: none"> <li>• <b>Protection Rights:</b> Rights that keep children safe from all types of violence abuse, neglect and exploitation. This includes all types of violence, for example, gangs, physical abuse, emotional abuse, sexual abuse, neglect, trafficking, child labour and exposure to things that cause addiction.</li> </ul>	<p>Graphic Organizers/ Discussion</p>	<p>Students will draw a concept map of words that come to their minds when they hear the words “right” and “responsibility”. In large groups, students will discuss what they know about rights and responsibilities. Students should compile a dictionary of concepts that are used with rights and responsibilities. Some of these words include: Care, Protection, Abuse, and Child. Students will participate in a discussion to support their research by answering the following reflective questions:</p> <ul style="list-style-type: none"> <li>• What rights do I have that I feel have been violated?</li> <li>• What do I do if my rights are being violated?</li> <li>• How can I encourage adults to respect my rights?</li> </ul>	<p>Concept map and discussions illustrate an accurate understanding of the terms- rights and responsibilities of children, how to identify breaches and actions to protect their rights</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria								
	<ul style="list-style-type: none"> <li>• <b>Provision Rights:</b> Rights that guarantee the basic things that a child needs for survival growth and development (name, nationality, health care, education, rest and play.)</li> <li>• <b>Participation Rights:</b> Rights that ensure children’s views are considered when making decisions that affect them and that opportunities are provided for them to share their views (adapted from the Child Care and Protection Act 2007)</li> </ul> <p><b>Responsibilities of a child:</b></p> <ul style="list-style-type: none"> <li>• To follow the rules at home, at school and in the community and country.</li> <li>• To respect the rights of others.</li> <li>• To look after our belongings and respect the belongings of others.</li> <li>• To report any signs of hurt or abuse.</li> </ul> <p><b>Definition of Key Terms:</b></p> <ul style="list-style-type: none"> <li>• Child: Under the age of 18</li> <li>• Care: Basic things children need to enjoy a good standard of living.</li> <li>• Protection: Things children need to be safeguarded against, such as abuse and neglect, or drugs and alcohol. Parents, teachers and other adults must protect children.</li> <li>• An Act: This is a law. This should be obeyed. If someone disobeys an act they can be charged or arrested.</li> </ul> <p>Call the Children’s Registry at 888-PROTECT (888-776-8328) or call 211.</p>	Research	<p><b>Students will conduct research and complete the table below:</b></p> <p>They may include other categories of rights discovered in their research. Students will present their findings, explain their examples and indicate how the information they have learned may impact future behaviour.</p> <table border="1" data-bbox="1108 446 1570 737"> <thead> <tr> <th>CATEGORIES OF RIGHTS</th> <th>EXAMPLES</th> </tr> </thead> <tbody> <tr> <td>PARTICIPATION RIGHTS</td> <td>RIGHT TO BE HEARD</td> </tr> <tr> <td>PROTECTION RIGHTS</td> <td></td> </tr> <tr> <td>PROVISION RIGHTS</td> <td></td> </tr> </tbody> </table> <p><b>Guided/Reflective Questions:</b></p> <ul style="list-style-type: none"> <li>• What is the term given when rights are not being observed?</li> <li>• How often do you think the rights of children are ignored or abused?</li> <li>• What can I do if my rights and roles are violated?</li> <li>• Who can I report/talk to if my rights are violated?</li> </ul>	CATEGORIES OF RIGHTS	EXAMPLES	PARTICIPATION RIGHTS	RIGHT TO BE HEARD	PROTECTION RIGHTS		PROVISION RIGHTS		Students’ responses indicate the ability to classify their rights into the correct categories
CATEGORIES OF RIGHTS	EXAMPLES											
PARTICIPATION RIGHTS	RIGHT TO BE HEARD											
PROTECTION RIGHTS												
PROVISION RIGHTS												

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
		<p>Presentation/ Questioning Video</p> <p>Picture Story/ Discussion/ Role Play</p>	<p>After watching the video presentation “Tell the Children the Truth” (video can be segmented), students will identify the different types of rights that are discussed/abused and how they can advocate for equal rights and justice for all children including children with special needs. <a href="https://www.youtube.com/watch?v=sljue7mtgqw">https://www.youtube.com/watch?v=sljue7mtgqw</a>. Guided discussion questions to be used for various aspects of the video presentation.</p> <p>Students will analyse pictures/cartoons with images (appropriate for age) with breaches of rights (such as child labour, physical and emotional abuse, lack of water and health care or others). They will participate in a discussion about the possibility of parental abuse and the sanctions that apply. In groups, they will role-play (using the steps in assigned skills) how to cope and report breaches of various rights. Please note feedback will be provided by students and teacher.</p>	<p>Students’ responses reflect self-awareness and appropriate value/virtue e.g. willingness or commitment to advocate for the rights of children</p> <p>Role plays depict steps in refusal, assertiveness, empathy or coping with emotions skill and appropriate value/virtue eg. resilience or courage, to highlight students’ ability to effectively deal with breaches and potential breaches of their rights</p>

**GRADE 7**

**Theme: Safety and Security**

**Topic: 2**

**Be Wise. Open Your Eyes. Spot Them. Stop Them. Report Them.**

**Life Skills:**

Social: Empathy, Refusal, Advocacy

Cognitive: Critical Thinking, Decision Making, Creative Thinking, Problem Solving

Coping: Self-awareness, Healthy Self-management, Coping with Emotions

**Values/Virtues:**

**Responsibility, Altruism, Care, Dependability**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria									
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>Critically examine the correlation between gender-based violence and trafficking in persons</li> <li>Critique the different types of trafficking in persons with emphasis on “Child Trafficking”</li> <li>Demonstrate how to protect oneself from becoming a victim of human trafficking</li> <li>Demonstrate a willingness to assist the police in work to reduce/prevent TIP</li> <li>Advocate for the prevention of human trafficking</li> </ul>	<p><b>NOTE TO TEACHER:</b> This can be a very sensitive topic for students. For some activities, especially journaling, allow students to share personal experiences and thoughts only if they feel comfortable doing so.</p> <p><b>Gender-based violence</b> is a phenomenon deeply rooted in gender, inequality and continues to be one of the most notable human rights violations within society. Gender-based violence is violence directed against a person because of their gender. Both women and men experience gender-based violence, but the majority of victims are women and girls.</p> <p>Gender-based violence undermines the health, dignity, security and autonomy of its victims, yet it remains shrouded in a culture of silence.</p> <p>Victims of violence can suffer psychological/emotional trauma and sexual and reproductive health consequences, including forced and unwanted pregnancies, abortions, traumatic fistula, sexually transmitted infections including HIV, and even death.</p> <p><a href="https://www.unfpa.org/genderbased-violence">https://www.unfpa.org/genderbased-violence</a></p>	<p>Graphic Organizers/ Research</p>	<p>In groups, students will complete a KWL strategy (what I Know, what I Want to learn, and what I Learned) about gender-based violence and human trafficking.</p> <table border="1" data-bbox="1098 589 1623 1222"> <thead> <tr> <th data-bbox="1098 589 1255 630">K</th> <th data-bbox="1255 589 1419 630">W</th> <th data-bbox="1419 589 1623 630">L</th> </tr> </thead> <tbody> <tr> <td data-bbox="1098 630 1255 959">Gender-based violence mostly addresses issues of violence against women and girls.</td> <td data-bbox="1255 630 1419 959">Can men be abused? What kinds of abuse can boys and men experience</td> <td data-bbox="1419 630 1623 959">Men can also become victims of violence in the family – by partners or children ((Bloom 2008, p14).</td> </tr> <tr> <td data-bbox="1098 959 1255 1222">Stories of girls and women being trafficked are in the news</td> <td data-bbox="1255 959 1419 1222">Are boys/ men trafficked?</td> <td data-bbox="1419 959 1623 1222">Men and boys are subjected to commercial sexual exploitation in many countries around the world.</td> </tr> </tbody> </table> <p>Reflective Questions:</p> <ol style="list-style-type: none"> <li>What have I learned from this activity?</li> <li>How can I share what I have learned with my peers?</li> </ol>	K	W	L	Gender-based violence mostly addresses issues of violence against women and girls.	Can men be abused? What kinds of abuse can boys and men experience	Men can also become victims of violence in the family – by partners or children ((Bloom 2008, p14).	Stories of girls and women being trafficked are in the news	Are boys/ men trafficked?	Men and boys are subjected to commercial sexual exploitation in many countries around the world.	<p>Graphic organizers and responses to the reflective questions clearly depict students’ ability to apply critical thinking skills to make a correlation between gender-based violence and trafficking in persons</p>
K	W	L											
Gender-based violence mostly addresses issues of violence against women and girls.	Can men be abused? What kinds of abuse can boys and men experience	Men can also become victims of violence in the family – by partners or children ((Bloom 2008, p14).											
Stories of girls and women being trafficked are in the news	Are boys/ men trafficked?	Men and boys are subjected to commercial sexual exploitation in many countries around the world.											

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p><b>Trafficking in Persons</b> deprives people of their human rights and freedoms. It has a devastating impact on individual victims, who often suffer physical and emotional abuse, rape, threats against self and family, passport theft, and even death.</p> <p><b>Types of Trafficking in Persons</b></p> <ul style="list-style-type: none"> <li>• Forced labour (child)</li> <li>• Bonded labour</li> <li>• Debt bondage</li> <li>• Involuntary domestic servitude</li> <li>• Child soldiers</li> <li>• Sexual exploitation (prostitution, pornography, remote interactive sexual acts, private sexual acts)</li> </ul> <p><b>What is Trafficking in Persons?</b></p> <p>The <b>Palermo Protocol</b> defines trafficking-in-persons as: The act of “the recruitment, transportation, transfer, harbouring or receipt of a person by means of threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of giving or receiving payments or benefits to achieve the consent of having control over another person for the purpose of exploitation”.</p> <p><b>Elements of Trafficking</b></p> <ol style="list-style-type: none"> <li>1. Act – What?</li> <li>2. Means – How?</li> <li>3. Purpose – Why?</li> </ol> <p><b>Act: People are...</b></p> <ul style="list-style-type: none"> <li>• Recruited</li> <li>• Hired</li> <li>• Transported</li> <li>• Harboured</li> <li>• Received</li> </ul>	<p>Case Studies</p> <p>Journaling/ Discussion</p>	<p>Students will present their findings and through reflective questioning will share how they feel about what they have learned. Students will then research the terms gender-based violence and trafficking in person and will determine a correlation if any.</p> <p>In groups, students will critique case studies featuring real-life situations highlighting one type of human trafficking. They will answer the questions and will share with the class a synopsis of their assigned case studies and the responses to the questions. The cases presented will highlight various scenarios with children who have been trafficked.</p> <p>Link to sample scenarios:  <a href="https://www2.gov.bc.ca/gov/content/justice/criminal-justice/victims-of-crime/human-trafficking/human-trafficking-training/module-1/case-study-1-marianna">https://www2.gov.bc.ca/gov/content/justice/criminal-justice/victims-of-crime/human-trafficking/human-trafficking-training/module-1/case-study-1-marianna</a></p> <p><a href="https://www2.gov.bc.ca/gov/content/justice/criminal-justice/victims-of-crime/human-trafficking/human-trafficking-training/module-2/more-canadian-cases">https://www2.gov.bc.ca/gov/content/justice/criminal-justice/victims-of-crime/human-trafficking/human-trafficking-training/module-2/more-canadian-cases</a></p> <p>Jamaican cases:  <a href="http://jamaica-gleaner.com/article/lead-stories/20161230/cops-arrest-pastor-caught-car-15-y-o-girl">http://jamaica-gleaner.com/article/lead-stories/20161230/cops-arrest-pastor-caught-car-15-y-o-girl</a>  <a href="http://jamaica-gleaner.com/article/news/20180811/sex-offender-serving-nine-years-us-got-six-months-jafor-same-offence">http://jamaica-gleaner.com/article/news/20180811/sex-offender-serving-nine-years-us-got-six-months-jafor-same-offence</a>  <a href="http://jamaica-gleaner.com/article/caribbean/20180810/u-s-man-imprisoned-molesting-minor-jamaica">http://jamaica-gleaner.com/article/caribbean/20180810/u-s-man-imprisoned-molesting-minor-jamaica</a></p>	<p>Students' responses indicate a clear and accurate understanding of behaviours that could be considered child trafficking</p> <p>Journal entries reflect students' empathy and willingness to responsibly take actions that will decrease trafficking in persons</p>



**GRADE 7**

**Theme: Safety and Security**

Module 1: Exploring Concepts of Protection, Safety and Security

Unit 2: Protection from Harm

Learning Goals: By the end of this unit, students should be able to:

1. Demonstrate an awareness of their rights and responsibilities
2. Value the significance of personal commitment to protection, safety and security in risky situations
3. Apply appropriate life skills to responsibly reduce exposure to community safety and security risks

**Core Values:** **Spiritual Insights & Safeguards – 1. Vision of self and others 2. Sense of the sacred**

**3. Purpose of life and life-forms 4. Stewards of the environment**

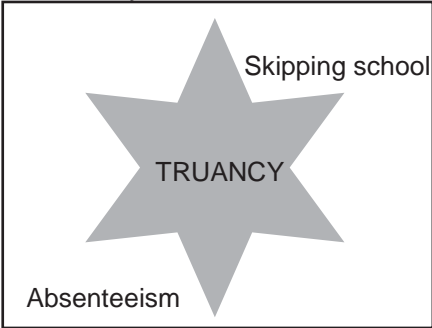
**Topic: 1 Overcoming Truancy**

**Life Skills:** Social: Assertiveness, Communication, Refusal

Cognitive: Critical Thinking, Creative Thinking, Problem Solving

Coping: Self-awareness, Healthy Self-management

**Values/Virtues:** **Responsibility, Self-confidence, Aspiration, Respect, Resilience**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>• Examine the concept of truancy</li> <li>• Analyse the causes and effects of truancy during adolescence</li> <li>• Develop personal strategies for dealing with truancy without causing harm to self and others.</li> </ul>	<p><b>NOTE TO TEACHER:</b> Please note that reasons for continuous absenteeism vary and this discussion may elicit emotionally sensitive responses. As a result, is important for teachers to be knowledgeable of referral systems.</p> <ul style="list-style-type: none"> <li>• Truancy is referred to as absence from school and is a major problem nationwide. Thousands of students skip school/classes daily for a variety of reasons.</li> </ul> <p><b>Impact of Truancy</b></p> <ul style="list-style-type: none"> <li>• Truancy negatively impacts students in several ways. Truant students are more likely to fall behind academically, drop out of school, use drugs and alcohol, and be involved with the criminal justice system.</li> </ul>	<p>Graphic Organizers</p>	<p>Students in small groups will create a semantic map after brainstorming their understanding of the term truancy.</p> <div style="text-align: center;">  </div> <p>Students in their groups will discuss the reflective question, “Am I practising truancy? If yes how?” They will present their maps and discuss them with the class, with the teacher providing feedback as necessary.</p>	<p>Graphic organizer and discussion illustrate an accurate understanding of the concept of truancy.</p>



Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria																																			
<ul style="list-style-type: none"> <li>Demonstrate social skills to lessen truancy rates and enhance their personal safety and security</li> </ul>	<p><b>COMMON CAUSES OF TRUANCY/ ABSENTEEISM</b></p> <ul style="list-style-type: none"> <li>Physical Disabilities</li> <li>Financial constraints (high unemployment rate) influence the ability to find bus/taxi fares and lunch money</li> <li>Little or no value is placed on education</li> <li>“Friday mentality” that students don’t have to go to school on Fridays</li> <li>Child labour: Thursday &amp; Friday</li> <li>Weather conditions</li> <li>Lack of parental control</li> <li>Chronic sickness (e.g. asthma attack)</li> <li>Indiscipline</li> <li>Severe water problems</li> <li>Undiagnosed or mistreated learning disabilities</li> <li>Victimization by school bullies, teachers, or school staff</li> <li>Fear of school</li> <li>Family issues, like abuse and neglect, or obligations to care for parents or younger siblings</li> <li>Mental health disorders, like post-traumatic stress disorder (PTSD) or attention deficit hyperactivity disorder (ADHD), are sometimes punished instead of treated and can force youth to leave school.</li> </ul>	<p>Video Presentation/ Survey/</p>	<p>Students will watch the video below or a similar video and identify the causes of truancy. <a href="https://www.youtube.com/watch?v=cRW8BXypewg">https://www.youtube.com/watch?v=cRW8BXypewg</a> (the number of absences deemed truant at the beginning of the video may vary from that of Jamaica). In groups, students will create a list of possible causes including those from the video. Students will complete a survey sheet and will gather data from peers.</p> <p>Sample Statement:</p> <p>Please tick the box that indicates the number of times you have been absent due to the causes stated</p> <table border="1" data-bbox="1098 638 1612 979"> <thead> <tr> <th>Causes of</th> <th>1-2</th> <th>3-4</th> <th>5-6</th> <th>More than 6</th> </tr> </thead> <tbody> <tr> <td>Truancy</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Finances</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Fear of school</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Child labour</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Bullying</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Violence</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Students will plot a graph to represent the causes from greatest to least and share it with the whole group for discussion.</p> <p>Sample guided discussion questions:</p> <p>“What would make me feel as if I needed to skip school/classes?”</p> <p>“What behaviours would be required to prevent truancy as a result of bullying?”</p> <p>“How do I feel about school?”</p>	Causes of	1-2	3-4	5-6	More than 6	Truancy					Finances					Fear of school					Child labour					Bullying					Violence					<p>Students’ responses indicate a clear and accurate understanding of the causes and effects of truancy during adolescence</p>
Causes of	1-2	3-4	5-6	More than 6																																			
Truancy																																							
Finances																																							
Fear of school																																							
Child labour																																							
Bullying																																							
Violence																																							

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>The short-term effects are an increase in delinquent, criminal and gang activity. Long-term effects include poor physical and mental health, the continuance of family poverty and a high risk of addiction and incarceration.</p> <p><b>Sources of information:</b></p> <ol style="list-style-type: none"> <li>1. <a href="http://uwispace.sta.uwi.edu/dspace/bitstream/handle/2139/11301/Absenteeism%20in%20Primary%20Schools%20Jamaica%20Cook.pdf?sequence=1">http://uwispace.sta.uwi.edu/dspace/bitstream/handle/2139/11301/Absenteeism%20in%20Primary%20Schools%20Jamaica%20Cook.pdf?sequence=1</a></li> <li>2. <a href="https://www.researchgate.net/publication/269998663_Causes_of_absenteeism_at_the_secondary_level_in_Jamaica_parents_perspectives">https://www.researchgate.net/publication/269998663_Causes_of_absenteeism_at_the_secondary_level_in_Jamaica_parents_perspectives</a></li> <li>3. <a href="https://strategiesforyouth.org/for-police/how-to/how-to-truancy/">https://strategiesforyouth.org/for-police/how-to/how-to-truancy/</a></li> </ol> <p>Truancy can hurt students, parents, schools, and the whole community. Parents play an important role in preventing truancy. Making sure a child goes to school is the RESPONSIBILITY of parents. How Truancy Affects...</p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• do poorly in school</li> <li>• quit school</li> <li>• get in trouble with the law</li> <li>• join a gang</li> <li>• use alcohol or other drugs</li> <li>• have low self-esteem</li> <li>• Lose privileges or suffer other punishments</li> </ul>	<p>Journaling</p> <p>Project</p>	<p>Students will engage in debate/panel discussion/vox pop to educate peers on the effects of truancy on self, family and community. They may include data gathered from the survey conducted to support their opinions. They should propose strategies that can be employed to help reduce absenteeism among their peers.</p> <p>Students will examine the list of possible causes of truancy and will identify one reason/cause that could result in them being truant. Then in groups, they will examine their causes and brainstorm responses to the reflective question, "What are the resources I will need to prevent this situation/behaviour from escalating into truancy?" Please note that these are likely to be 'what if' in nature. Students will brainstorm as a group and then individually document in their journals strategies to mitigate these potential reasons which may result in truancy without causing harm to themselves and others.</p> <p>Students will plan a truancy awareness symposium, "When Youth Embrace School." They will propose the question: 'How important is it for me to plan?' taking into consideration personal goals that they are working to achieve: academic, family life, sports or others.</p> <p><b>Symposium may include:</b></p> <ol style="list-style-type: none"> <li>1. Highlights of how truancy affects/ impacts students, parents, home and the community.</li> <li>2. Students will invite representatives from the PTA, community, staff other students and family members to attend.</li> </ol>	<p>Journal entries reflect self-awareness in identifying behaviours they can change or appropriate strategies they can apply, to mitigate truancy. Responses reflect appropriate value/virtue eg. responsibility or aspiration</p> <p>Project reflects effective use of the steps in assertiveness, effective communication or refusal skill, information on how to lessen truancy and creativity in design and key messages as well as appropriate value/virtue e.g. aspiration, respect, responsibility</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p><b>Parents:</b></p> <ul style="list-style-type: none"> <li>If a parent neglects their responsibility or ignores attendance laws, they may: <ul style="list-style-type: none"> <li>Need to take time off work to solve school and legal problems</li> <li>Face fines</li> <li>Be required to attend parenting classes or counselling programs</li> </ul> </li> </ul> <p><b>School:</b></p> <ul style="list-style-type: none"> <li>Schools may lose certain funds if funding is based on attendance rates. This can affect all students in that school.</li> </ul> <p><b>The Community:</b></p> <ul style="list-style-type: none"> <li>Areas with high truancy rates tend to have higher rates of crime. Law enforcement costs increase, which can result in higher taxes.</li> </ul> <p>In cases of truancy, schools have interventions with parents. Guidance Counsellors do home visits and social workers in MOEY regions work with at-risk students to address the underlying issues</p> <p><b>Possible strategies</b></p> <ul style="list-style-type: none"> <li>Seek help from the guidance counsellor,</li> <li>Walk to school</li> <li>Seek containers to store additional water</li> <li>Avoid gangs</li> <li>Avoid drugs and others</li> <li>Encourage peers to attend classes</li> </ul>		<p>3. Brochures, PowerPoint presentations, and posters will be developed as support materials.</p> <p>Using steps of various life skills exposed to at the symposium students will further develop their plans by adding deliberate actions on how to address potential challenges that may lead to truancy; this may affect the timeline for achieving their goals. Students must also state how their goals and their mitigating actions against truancy can help to keep them safe both now and in the future.</p> <p><b>Extended Learning:</b> See Mental Health &amp; High School Curriculum Guide (<a href="http://www.teenmentalhealth.org">www.teenmentalhealth.org</a>)</p> <p><b>Module 4:</b> Experiences of Mental Illness and the Importance of Family Communication Activity # 4 &amp; 5: Discussion Groups/Sharing the Pieces</p> <p>Purpose:</p> <ul style="list-style-type: none"> <li>To provide information about various common mental disorders.</li> <li>To have students learn about these disorders and share their learning with others.</li> </ul> <p>Eight (8) Handouts prepared to be given to 8 groups outlining facts about the following Mental Health Disorders:</p> <ul style="list-style-type: none"> <li>Group 1 - Anxiety Disorders</li> <li>Group 2 - Attention Deficit Hyperactivity Disorder- (ADHD)</li> <li>Group 3 - Bipolar Mood Disorder</li> <li>Group 4 - Depression</li> <li>Group 5 - Eating Disorders</li> <li>Group 6 - Schizophrenia</li> <li>Group 7 - Obsessive Compulsive Disorder (OCD)</li> <li>Group 8 - Post-Traumatic Stress Disorder</li> </ul>	

**GRADE 7**

**Theme: Safety and Security**

**Topic: 2**

**Be a Hard Target!**

**Life Skills:**

Social: Empathy, Communication, Refusal  
 Cognitive: Critical Thinking, Decision Making, Creative Thinking  
 Coping: Self-awareness, Healthy Self-Management

**Values/Virtues:**

**Consistency, Respect for self, Courage, Resilience**

Objectives	Points to Notes/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>• Explain the term Hard Target.</li> <li>• Investigate situations necessary to display actions of a hard target</li> <li>• Demonstrate body language tricks to show that you are a hard target.</li> <li>• Defend the importance of being a hard target</li> <li>• Formulate a plan to practise life skills to reduce exposure to community safety and security risks</li> </ul>	<p>A hard target is a person who, due to their actions and/or appropriate protective measures, minimizes existing risks and thus most likely represents an unattractive target. Real self-defence is 90% mindset and 10% technique.</p> <p>A soft target is a person who, due to their actions and/or a lack of appropriate protective measures, is at the mercy of existing risks and thus represents an easy target.</p> <p><b>5 Body Language Tricks to Show You're a Hard Target</b></p> <p>It can take a criminal less than seven seconds to pick you as a potential target. By presenting oneself as a hard target, as someone difficult to compromise, the predator will move on and look elsewhere. A predator's main concern is getting caught or hurt, so he is on the lookout for a person that will be easy to assault. Protect oneself by taking the following steps to come across as a hard target.</p> <ul style="list-style-type: none"> <li>• Optimal stride (foot movement and posture)</li> </ul>	<p>Games</p>	<p>To generate a definition for "Hard Target" an experiment will be used. A tennis ball, slime/ wet tissue paper and clay dough will be thrown by randomly selected students in the direction of the board. Students will observe to see which of the three items will stay attached to the board. After the experiment, the teacher will ask the following questions:</p> <ul style="list-style-type: none"> <li>• What is the difference between each item?</li> <li>• What caused the item/s to stay attached to the board while others fell to the floor?</li> <li>• Which item would you choose to be if you had a choice?</li> </ul> <p>Using this experiment - Who then is a hard target? How do I know that I am a hard target? What do I think would happen if I were exposed to danger?</p>	<p>Experiment through gaming and discussion captures students' ability to postulate an accurate understanding of the term hard target</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<ul style="list-style-type: none"><li>• Split-second glance</li><li>• Keep one's head on the level</li><li>• Trust gut intuitions</li><li>• Employ situational awareness</li></ul> <p>See Appendix pg. 91 for definitions and pictures.</p> <p><b>Hard targets should be:</b></p> <ul style="list-style-type: none"><li>• Equipped, both mentally and physically. It requires pre-meditation, planning and practice</li><li>• Like the sheepdog: vigilant and ready for the threat if it appears</li><li>• Consistently aware of yourself and your surroundings</li><li>• Unpredictable in daily patterns</li><li>• Action-oriented</li><li>• Aware of pre-incident indicators and body language</li><li>• Able to perceive and evaluate a situation properly and quickly</li><li>• Alert; minimizing distractions to be more alert</li><li>• "Be A Hard Target" and become far less vulnerable!</li></ul> <p><b>Personal Hard Target Tips for Adolescents</b></p> <ul style="list-style-type: none"><li>• Walk in groups to and from school</li><li>• Know and use emergency numbers when necessary (119)</li><li>• Keep personal information personal (Try not to be casual with your personal details)</li><li>• Be suspicious of e-mails, texts or phone calls requesting personal information, passwords</li><li>• Never hitch rides with nor talk to strangers</li></ul>	<p>Discussion/ Resource Personnel</p> <p>Simulations</p>	<p>Students will engage relevant resource personnel in a discussion about the concept of hard target; he/she will have appropriate resource materials. They will then be issued several pictures/articles/scenarios indicating the need to be either a hard target or a soft target. Students will analyse their assigned tasks, examining the roles of the players, the environment and the messages; they will then determine the actions required of a hard target and why.</p> <ul style="list-style-type: none"><li>• Have I ever found myself in this situation?</li><li>• What would I have done differently in this situation?</li></ul> <p>Students will be placed in five groups and each group will be assigned a hard target trick. They will read what is written for each and will be given pictures to represent necessary tips. They will in their groups take turns practising the assigned trick. As a group, they will then create scenarios and illustrate the assigned trick to the whole class.</p> <p><a href="https://medium.com/@SteveKardian/5-body-language-tricks-to-show-youre-a-hard-target-894892200c14">https://medium.com/@SteveKardian/5-body-language-tricks-to-show-youre-a-hard-target-894892200c14</a></p>	<p>Evaluate students' response for adroitness and ability to critically analyse differences in situations that require actions of a hard target</p> <p>Simulation depicts students' ability to consciously and accurately decide on actions to demonstrate hard target strategies in risky situations to protect self and others</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p><b>Hard Target Road Safety Tips for Adolescents</b></p> <ul style="list-style-type: none"> <li>• Make sure someone always knows your whereabouts.</li> <li>• Avoid isolated areas at night since</li> <li>• Do not take unnecessary shortcuts at night</li> <li>• Carry extra money for a taxi in case of emergencies.</li> <li>• Use body language that communicates a desire to not be disturbed (keep head up, walk purposefully).</li> <li>• If taking the bus, sit near the driver.</li> </ul> <p>Students must learn more about keeping safe and avoiding danger. Reducing the amount of information available to the public increases our personal security. Enjoy modern conveniences but remember their risks and minimize “target specific” behaviours.</p>	<p>Scrapbook</p> <p>Risk Assessment Plan</p>	<p>Students in groups will use pictures, case studies, case scenarios, hard target tips, web links, and testimonials to create a scrapbook (actual or virtual) defending the importance of being a hard target. Scrapbooks will include strategies and sources of information. Completed books will be placed on display (within the school or online) as a tool to educate their peers on the significance of being a hard target.</p> <p>Students will consider their personal risks and develop a plan utilising life skills to assess their vulnerability at school, at home and on the road. Plans should offer innovative solutions and possible resources necessary. Where resources require external assistance, recommendations on how to advocate for requisite resources should be included. Students should be requested to reflect on their feelings regarding their susceptibilities and plans to overcome them. It is recommended that this plan be updated as students are exposed to new knowledge, concepts, tactics or situations. This topic will be addressed at various periods in grades eight and nine.</p>	<p>Scrapbooks include reasonable and valid arguments that support the need for being a hard target</p> <p>Plans clearly outline how relevant life skills such as decision making or creative thinking will be used to minimize their risk while promoting appropriate value/ virtue eg. courage</p>

## **THEME: SAFETY AND SECURITY**

### **MODULE 2: FACTORS INFLUENCING BEHAVIOURS RELATED TO SAFETY AND SECURITY**

Analyse the influence of socio-cultural, economic factors and personal beliefs on lifestyle choices related to Protection, Safety and Security.

#### **About the Module**

Students should be able to demonstrate appropriate safety and security strategies in eliminating risky or maladaptive behaviours and develop a sociocultural awareness of their rights and responsibilities in their home, school and community.

#### **Key Skills**

- Coping Skills (healthy self-management, self-awareness)
- Social Skills (communication, interpersonal relations)
- Cognitive Skills (critical thinking, creative thinking, problem solving, decision making)

#### **GUIDANCE FOR THE TEACHER**

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

#### **LINKS TO OTHER SUBJECTS: RELIGIOUS EDUCATION, SOCIAL STUDIES, CIVICS**

**GRADE 7****Theme: Safety and Security**

Module 2: Factors Influencing Behaviours Related to Safety and Security

Unit 1: Risk Factors to Protection, Safety and Security

Learning Goals: By the end of this unit, students should be able to:

1. Be aware of the impact of socio-cultural influences on anti-social behaviours (cyberbullying or scamming)
2. Grasp the importance of minimizing opportunities that may result in breaches of safety for self and others
3. Apply life skills to address maladaptive behaviours that pose risks to protection, safety and security

**Core Values: Spiritual Insights & Safeguards – 1. Vision of self and others 2. Sense of the sacred****3. Purpose of life and life-forms 4. Stewards of the environment****Topic: 1 Internet Safety: My Choice****Life Skills:** Social: Refusal, Communication

Cognitive: Critical Thinking, Creative Thinking

Coping: Self-awareness, Healthy Self-management

**Values/Virtues: Responsibility, Commitment, Self-control, Respect, Consistency**

Objectives	Points to Notes/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>• Develop logical arguments to explain the importance of internet safety.</li> <li>• Critically analyse potential dangers associated with internet use</li> <li>• Exhibit commitment to practice tips to stay safe on social media.</li> </ul>	<p>The Internet provides access to information for anyone with a computer and an online connection. Children not only learn about computers but can access and utilize more information from several sources in a short time frame. With a little bit of planning and appropriate adult supervision, children can explore and learn while minimizing, or eliminating the dangers of being abused or exploited.</p> <p>The Internet can be a wonderful place to learn, shop, play games, and communicate with family and friends. Unfortunately, there are also predators, identity thieves, and others online who may try to harm you. The Internet has drastically changed the way that youth interact with the world.</p>	<p>Game/ Discussion/ Forced Debate</p>	<p>Students in groups will create masks, they will each select a different mask from the one they created and adopt the persona of the mask each will be wearing, and they should (change their voices, accent and others). They will share their names; take imaginary selfies and share with their friends, talk about their school, home life and others.</p> <p>Sample Guided Questions</p> <ul style="list-style-type: none"> <li>• How did it feel being someone else?</li> <li>• Were there challenges being someone else?</li> <li>• Imagine being online. Could someone pose as someone else without your knowledge?</li> <li>• How easy/hard was it for you to share information?</li> </ul>	<p>Debate includes reasonable and valid arguments to explain the importance of Internet safety</p>



Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> <li>Demonstrate the use of cognitive skills to employ internet safety measures to utilize internet safety measures to protect themselves and others.</li> </ul>	<p><b>Social media services like Facebook, Twitter, Instagram, Pinterest and Snapchat require account holders to be at least 13 years old.</b> To be safe online, students need to be aware of the dangers.</p> <p><b>Internet Safety Risk Assessment Quiz to be given to students</b></p> <ul style="list-style-type: none"> <li>What are your favourite things to do online?</li> <li>What is personal information? Why should you keep it private?</li> <li>What could you do to be safer online?</li> <li>What would you do if anyone online asked to meet you face-to-face?</li> <li>Who could you go to for help if you felt you were in danger?</li> <li>Are you a danger to others online?</li> <li>What can you do to report suspected online dangerous activities?</li> </ul> <p><b>Tips to Stay Safe on Social Media</b></p> <p>With so many of us using social media today, sites like Facebook, Twitter, Snapchat and WhatsApp make perfect targets for scams. Here are our top 10 tips to stay safe on social media: Be selective with friend requests. If the person is a stranger reject the request. It could be a fake account.</p>	<p>Case Scenarios/ Discussion</p>	<p>Students will then stand in pairs facing each other and have a forced debate: “There is no danger in using the internet so internet safety measures are not necessary.” Half the class will take one position, and the other half will oppose. Each student can only speak once. All students must speak.</p> <p><b>Reflective Question</b></p> <p>What does it mean to be safe on the Internet?</p> <p>Students in groups will analyse case scenarios and identify possible dangers associated with social media usage. They will present their feedback to the whole class. Sample case scenarios for discussion.</p> <p><i>Karen has been talking online to a girl named Cindy for a few days now. Cindy has told Karen where she lives, how old she is, where she goes to school, and what she looks like. Cindy asks Karen what school she goes to. Is it okay for Karen to tell her? (What should she do?)</i></p> <p><i>Jason is talking to a friend he met on the Internet. The friend offers to help him finish his homework and asks for Jason’s phone number. Is it okay for Jason to give it to him since it has to do with homework? (What should he do?)</i></p> <p>Students will engage in class discussion on the following reflective questions: Am I easily influenced online? Why or why not? Am I a hard or soft target on the internet? Teacher will provide feedback as necessary.</p>	<p>Analysis of responses from scenarios and discussion highlights students’ critical thinking skill and reflects a clear and accurate understanding of dangers associated with Internet use</p>



**GRADE 7**

**Theme: Safety and Security**

**Topic: 2**




**My Digital Footprint**

**Life Skills:**

Social: Assertiveness, Communication, Refusal  
Cognitive: Critical Thinking, Decision Making, Creative Thinking  
Coping: Self-awareness, Healthy Self-management, Coping with Emotions

**Values/Virtues:**

**Decency, Honour, Commitment, Integrity, Honesty**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>Analyse the term 'digital footprint'</li> <li>Differentiate between active and passive footprint.</li> <li>Display commitment towards developing positive digital footprints.</li> <li>Practise cognitive skills to effectively manage and maintain digital footprints.</li> <li>Encourage their peers to develop positive digital footprints.</li> </ul>	<p>A digital footprint is a trail of data an individual creates while using the Internet. It includes the websites visited, emails sent, and information submitted to online services.</p> <p>A “passive digital footprint” is a data trail unintentionally left online. For example, when an individual visits a website, the web server may log the IP address, which identifies the Internet service provider and approximate location. While the IP address may change and does not include any personal information, it is still considered part of one’s digital footprint. A more personal aspect of passive digital footprint is search history, which is saved by some search engines while one is logged in.</p> <p>An “active digital footprint” includes data that a person intentionally submits online. Sending an email contributes to an active digital footprint since the data is expected to be seen and/or saved by another person.</p>	<p>Think-Pair-Share/Group Discussion</p> <p>Stimulus Activity</p>	<p>Students will make a list of all the activities they had online in the past 24 hours. They will share with a partner and then as a whole class. Teacher will generate a list on the board of the responses given by students.</p> <div style="text-align: center;">  <p><b>DIGITAL FOOTPRINT</b></p> </div> <p>They will infer a definition of 'digital footprint' from the responses shared. Teacher will clarify where necessary.</p> <p>Students will draw two pictures of their foot of choice (left or right). For the first photo, they will trace it as light as possible and for the second they will make the print very bold.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>Think-pair-share and discussion reflect a clear understanding of the term digital footprint</p> <p>Students’ responses indicate the ability to accurately and clearly differentiate between active and passive footprints and display self-awareness by identifying their actions or behaviours that need to change</p>

Objectives	Points to Notes/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>The more emails sent, the more digital footprints grow. Since most people save their email online, the messages sent can easily remain online for several years or more <a href="https://techterms.com/definition/digital_footprint">https://techterms.com/definition/digital_footprint</a></p> <p><b>Create a Positive Digital Footprint</b></p> <p><a href="https://www.saferinternet.org.uk/blog/create-positive-digital-footprint-online">https://www.saferinternet.org.uk/blog/create-positive-digital-footprint-online</a></p> <p><b>Tips to help students manage and maintain their online reputation:</b></p> <p><b>Search yourself online:</b> do you know what is online about you? Do a simple web search of your name and see what you can find. If you find something you aren't happy with, take the necessary steps to get that content removed.</p> <p><b>Check privacy settings:</b> Most social networking sites have privacy settings to help manage the content shared and who it is shared with. An individual can decide if posts are to be shared with online friends and followers only or with the public.</p> <p><b>Think before posting:</b> before a person posts that funny picture of a friend, or makes a joke about someone on Twitter, he/she should ask if that is a picture everyone should see including friends, family, grandparents, and future employers.</p> <p>Would the individual posting the picture be happy for others to post that type of content about him/her? A person should be proud of everything posted online, remember once it is online it could potentially be there forever!</p>	<p>Creative Expressions/ Journaling</p>	<p>The lighter image represents the passive footprint and the brighter image represents the active footprint. They will compare the time spent and activities engaged in to leave both footprints. Then they will critically analyse the activities of the active footprint and note personal changes that they need to make. Have students watch these videos to concretize the concepts:</p> <p><a href="https://www.youtube.com/watch?v=6TUMHpIBveo">https://www.youtube.com/watch?v=6TUMHpIBveo</a></p> <p><a href="https://www.youtube.com/watch?v=OBg2YYV3Bts">https://www.youtube.com/watch?v=OBg2YYV3Bts</a></p> <p>Teacher may ask the reflective questions below to stimulate future decisions.</p> <ul style="list-style-type: none"> <li>• Am I comfortable with the digital footprints I am leaving?</li> <li>• What do I need to do to leave a positive digital footprint?</li> </ul> <p>Students in pairs will design stickers with catchy slogans/tips/phrases and other materials, pledging to commit to having positive digital footprints. They will create journal entries expressing their personal commitment to successfully maintaining responsible digital footprints and assess their ability over time to maintain this commitment.</p>	<p>Illustrations are carefully designed to depict students' commitment to developing and promoting positive digital footprints. Journal entries reflect effective use of decision making skill to maintain a responsible digital footprint</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p><b>Deactivate and delete:</b> when an individual stops using a social networking profile or website, it's a good idea to deactivate or delete the account. This will mean the content is no longer live and should not be searchable online; it will also remove the risk of these accounts being hacked without the individual's knowledge.</p> <p><b>Make a positive footprint:</b> we hear a lot about the negative footprints left behind online. The best way to keep your online reputation in check is to use time online to get creative and create a positive footprint. For example, write a blog to promote all the great things happening, fundraise for a charity using an online sponsorship page or creating a video to teach others something new.</p>	ICT/Creative Expressions	<p>Students will create a blog, digital animation or short movies, educating peers on the importance of managing their digital footprints. They will include videos, tutorials, testimonials and links to websites.</p> <p>They will use various platforms to inform/invite their peers to participate (devotion, posters, Snapchat, Twitter, or others in whatever activity they have chosen. Students will also create a form for viewers and other participants to provide feedback on the impact of the activity and the message they will be taking away.</p> <p>Bloggers can blog about their views on the following reflective questions: Who am I when I am online? How do I envision my digital footprints in 5-10 years? Feedback will be provided as necessary.</p>	ICT materials reflect creativity and appropriate messaging that encourages and promotes positive digital footprints that display respect towards self and others

**GRADE 7**

**Theme: Safety and Security**

**Topic: 3**

**Scamming: Where do I Stand?**

**Life Skills:**

Social: Assertiveness, Refusal, Advocacy, Negotiation  
 Cognitive: Decision Making, Creative Thinking, Problem Solving  
 Coping: Self-awareness, Healthy Self-management

**Values/Virtues:**

**Courage, Honesty, Determination, Integrity, Responsibility**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>• Critically examine the concept of 'scamming'.</li> <li>• Critique the culture of 'scamming' in Jamaica.</li> <li>• Develop logical strategies to protect yourself and others from the effects of scamming.</li> <li>• Defend the importance of breaking the silence and speaking up for what is right.</li> <li>• Demonstrate social or cognitive skills to refute behaviours that support scamming.</li> </ul>	<p>A scam is a quick-profit scheme where a person cheats another individual or group out of money by presenting them with false information during a deal or offer.</p> <p>Scams target people of all backgrounds, ages and income levels. It's not only the naïve and gullible who fall victim; all of us may be vulnerable to a scam at some time.</p> <p>Scams succeed because they look like the real thing and catch an individual off guard. They also exploit an individual's desire to be polite and respectful, as well as his/her generosity, compassion and good nature.</p> <p><a href="https://www.scamwatch.gov.au/get-help/protect-yourself-from-scams">https://www.scamwatch.gov.au/get-help/protect-yourself-from-scams</a></p> <p><b>Tips to Protect Oneself</b>  <b>Be alert to the fact that scams exist.</b></p> <p>When dealing with uninvited contacts from people or businesses, whether it's over the phone, by mail, email, in person or on a social networking site, always consider the possibility that the approach may be a scam. Remember, if it looks too good to be true, it probably is.</p>	<p>Scenarios/ Discussion</p>	<p>Students will examine various scenarios and state if the actions are honest or deceitful (H/D)</p> <p>For example:              Say someone went around asking people for money to support a charity but kept the money for him/herself. (H/D)</p> <p>Or, someone contacts people telling them they are winners in the lottery and asks them to send money to receive their prizes or winnings; but once the money is sent, that individual takes it and disappears, leaving the people who have sent their money disappointed. (H/D)</p> <p>Guided questions:</p> <ul style="list-style-type: none"> <li>• What are those actions called?</li> <li>• Is it legal to behave in this manner?</li> <li>• What is scamming?</li> <li>• What is wrong with these behaviours?</li> </ul> <p><b>Reflective Questions</b>              Do my actions make me suspicious?              How easy/hard will it be for me to report suspicious actions?</p>	<p>Arguments presented reflect a clear and accurate understanding of the concept of 'scamming'</p>



Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p><b>Be careful when shopping online.</b> Beware of offers that seem too good to be true, and always use an online shopping service that you know and trust.</p> <p><b>Links to Articles:</b>  <a href="https://www.theguardian.com/world/2017/apr/02/jamaica-lottery-scam-violence-corruption-crime">https://www.theguardian.com/world/2017/apr/02/jamaica-lottery-scam-violence-corruption-crime</a>  <a href="https://www.mona.uwi.edu/msbm/news/lotto-scamming-natural-product-conman-culture-says-dunn">https://www.mona.uwi.edu/msbm/news/lotto-scamming-natural-product-conman-culture-says-dunn</a>  <a href="http://jamaica-gleaner.com/article/news/20151015/scammer-mindset-challenge">http://jamaica-gleaner.com/article/news/20151015/scammer-mindset-challenge</a></p>	<p>ICT/ Discussion/ Drama</p> <p>Scenarios/ Presentation</p>	<p><b>Reflective Question</b></p> <p>How do I feel about my responses? Do I need to reassess my values and belief system?</p> <p>Students will watch a video on the impact of scamming on foreigners especially Americans by Jamaicans.</p> <p>With the help of the teacher, they will use reflective questions to analyse how victims may feel and the potential social/economic impact on Jamaican society. Students will then create skits on the importance of 'Breaking the Silence on Scamming, Speaking Up for What is Right'. Teacher will provide feedback.</p> <p>Reflective Questions:</p> <ol style="list-style-type: none"> <li>1. How do I feel speaking out against scamming?</li> <li>2. Am I able to have a conversation with my family about its effects?</li> </ol> <p>Students will create scenarios about adolescents involved in scamming and include possible future outcomes for themselves and family. They then will select one life skill and demonstrate to a group of adolescents how the creative and decisive application of the steps in that life skill may contribute to a life free from scamming and its outcomes. The message of reporting scamming should be clear to the audience.</p>	<p>Skits reflect steps in negotiation, refusal, assertiveness or healthy self-management skill while displaying appropriate value/virtue e.g. responsibility, integrity or determination</p> <p>Presentations reflect refusal, decision making or healthy self-management skill and appropriate value/virtue e.g. courage or self-control</p>



**GRADE 7**

**Theme: Safety and Security**

**Topic: 4**

**Cyberbullying is a NO! NO!**

**Life Skills:**

Social: Empathy, Advocacy, Refusal  
 Cognitive: Critical Thinking, Decision Making  
 Coping: Self-awareness, Healthy Self-management

**Values/Virtues:**

**Supportive, Altruism, Care, Fairness, Respect**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>Analyse the term cyberbullying”</li> <li>Explore their civic responsibility to make the Internet a safe space</li> <li>Demonstrate a positive attitude toward using technology that supports collaboration and reduces harm to self and others</li> <li>Advocate for safe, legal, and responsible use of technology devices and online spaces</li> </ul>	<p>Cyberbullying is “wilful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices” (from Bullying Beyond the Schoolyard: Preventing and Responding to Cyberbullying). These elements include the following:</p> <p><b>Wilful:</b> The behaviour must be deliberate, not accidental.</p> <p><b>Repeated:</b> Bullying reflects a pattern of behaviour, not just one isolated incident.</p> <p><b>Harm:</b> The target must perceive that harm was inflicted.</p> <p><b>Computers, cell phones, and other electronic devices:</b> This, of course, is what differentiates cyberbullying from traditional bullying. <a href="https://cyberbullying.org/what-is-cyberbullying">https://cyberbullying.org/what-is-cyberbullying</a></p> <p>Students may not realize it, but they have a lot of power when they are online: they can cheer people up, make them laugh, and help to make their school, their town or even the whole world a better place. The flip side is that they can make things worse.</p> <p>That is why students must think about what they say and do online and try their best to ensure that their actions are ethical.</p>	<p>Research/ Survey</p> <p>Project</p>	<p>Students will briefly research and define the term cyberbullying. In groups, they will discuss instances of cyberbullying and use the information to develop survey questions. The questions must focus on the interactions with peers and among their social groups based on online communication. Students will then survey their grade population. Using the data, they will construct tables, graphs, and a written report to show their findings. They will then organize an awareness activity as part of their civic duty as responsible internet users. An important aspect of this activity is to promote civic responsibility among peers and other stakeholders and to make the Internet a safe space.</p> <p><b>Reflective Questions</b>                      How did I feel about the responses given? Explain.                      What did I find to be most disturbing?</p> <p><b>Digital Citizen Respect Awareness Campaign (D-CRAC).</b> Campaign is propelled by the reflective questions: How do I handle cyberbullying? Is it ok to practice cyberbullying for persons who are not my friends? Teacher will provide feedback.</p>	<p>Research findings accurately outline the concept of cyberbullying. The data from the survey coupled with the awareness activity results in the target audience being able to consciously decide on present and future actions to make the internet a safe space</p> <p>Campaign materials reflect appropriate value/ virtue eg. care or supportive and positive attitudes towards addressing issues of cyberbullying</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p><b>What makes cyberbullying so different from face-to-face bullying?</b></p> <ul style="list-style-type: none"> <li>• It is often anonymous and unlimited by time and place so the victim is constantly abused.</li> <li>• It can reach hundreds or even thousands of people quickly. The victim can feel even more isolated.</li> <li>• It often involves repeated episodes of aggression and an imbalance of power. The victim may feel escape is impossible.</li> <li>• More females are victims of this type of bullying.</li> </ul> <p><a href="https://www.opencolleges.edu.au/informed/features/15-strategies-educators-can-use-to-stop-cyberbullying/">https://www.opencolleges.edu.au/informed/features/15-strategies-educators-can-use-to-stop-cyberbullying/</a></p> <p>Cyberbullying is a very serious matter. Students have taken their own lives because they felt pressured, embarrassed or felt they had no other alternatives. With the availability of technology devices, and the online world mostly unsupervised, the opportunity to act maliciously is great.</p> <p>The signs of cyberbullying include:</p> <ul style="list-style-type: none"> <li>• Not wanting to go to school</li> <li>• A sharp drop in grades and performance</li> <li>• Skipping school</li> <li>• Sudden self-esteem issues</li> <li>• Complaints of illnesses</li> <li>• Acting withdrawn</li> <li>• Use of alcohol or drugs</li> </ul>	<p>Discussion/ Video Presentations/ Projects</p>	<p><b>D-CRAC activities may include:</b></p> <p>Creation of an Affirmation Board, the opposite of a Bash Board where everything that is written will be positive.</p> <p>Creation and execution of advertisements highlighting the psychological effects of cyberbullying.</p> <p>Creation of video presentations with appropriate actions to take when bullying occurs</p> <p>Establishing blogs on the issue of bullying</p> <p>Please note that for each activity students are to emphasize the importance of creating positive online cultures. Students will provide feedback on the process, the impact the activity has had on them and the feedback from participants. Encourage students to note future actions they will take to make the internet a safe space.</p> <p>Students will engage in group reflection with the following question: Why must I remember to stop and think before I do anything online? Teacher will provide feedback.</p> <p>Students will then view the videos below or similar videos and freely discuss the behaviours and messages.</p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=CH1q9d9DI_g">https://www.youtube.com/watch?v=CH1q9d9DI_g</a></li> <li>• <a href="https://www.youtube.com/watch?v=6_FqFn27JJQ">https://www.youtube.com/watch?v=6_FqFn27JJQ</a></li> </ul> <p>Students will brainstorm innovative ways they can “shut down” cyberbullying beginning in their space. They will then identify a project they can</p>	<p>Projects reflect accurate information and effective use of advocacy skill and appropriate value/virtue such as care, support or respect</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p><b>Reporting Tips</b></p> <p>It is important that pupils:</p> <ul style="list-style-type: none"> <li>• Save all evidence they have of the bullying. If there are inappropriate emails or things posted on their profile, save them to their device so that they can use them as proof.</li> <li>• Save texts or voicemails that say anything horrible. Learn how to block the bully on instant messaging or delete them from contacts.</li> <li>• Try not to reply or retaliate to things that a bully may say or do; it might make the situation worse. If an individual does not respond they are more likely to get bored and move on.</li> </ul>		<p>engage in to share their solutions with their peers: for example: plan a symposium for a target audience; advocate for some of these solutions to be adopted by their selected audience; advocate for changes in their current rules and regulations handbooks to recommend possible sanctions for acts of cyberbullying by their peers; plan a cyberbullying awareness day at school, or create a poster competition among grade levels or classes.</p>	

**GRADE 7****Theme: Safety and Security**

Module 2: Factors Influencing Behaviours Related to Safety and Security

Unit 2: Reducing Risky Behaviours

Learning Goals: By the end of this unit, students should be able to:

1. Understand the benefits of reporting and understanding child abuse
2. Recognize the significance of personal commitment to protection, safety and security
3. Apply life skills to prevent the escalation of maladaptive behaviours at home, school and in the community

**Core Values: Spiritual Insights & Safeguards – 1. Vision of self and others 2. Sense of the sacred****3. Purpose of life and life-forms 4. Stewards of the environment****Topic: 1 Speak up Speak out! (Reporting Abuse)****Life Skills:** Social: Advocacy, Empathy, Refusal, Negotiation

Cognitive: Critical Thinking, Creative Thinking, Problem Solving

Coping: Self-awareness, Coping with Emotions

**Values/Virtues: Responsibility, Courage, Respect, Integrity, Resilience**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>• Explain Child Abuse and Peer on Peer Abuse.</li> <li>• Examine factors that deter students from reporting abuse</li> <li>• Justify the importance of reporting abuse</li> <li>• Demonstrate social skills to report child abuse</li> </ul>	<p>In 2017 the Child Development Agency (CDA) and the Office of the Children's Registry (OCR) merged and became the Child Protection and Families Services Agency, the CPFSA.</p> <p>Child abuse is any action or lack of action on the part of the parent or caretaker, which results in death, serious physical or emotional harm, sexual abuse or exploitation of the child. (OCR, 2007)</p> <p>Peer-on-peer abuse occurs when a young person under the age of 18 is exploited, bullied and or harmed by peers who are the same or similar age. (Firmin &amp; Curtis, 2015)</p>	<p>Chain Notes/ Discussion</p> <p>Scenarios /Reflective Questions/ Discussion</p>	<p>Students will select index cards passed around in an envelope, on which is written: What is child abuse? What is peer-on-peer abuse? Students in their groups will write brief responses, on the card and drop them in the envelope for the next student. Teacher will collect the cards and read the responses clarifying issues where necessary. Students may create a collage with their responses to be displayed in the class.</p> <p>Students will analyse the scenario below or a similar scenario and will assume the roles of each named character (create a scenario for boys as well).</p>	<p>Responses from notes and discussions clearly outline students' ability to accurately explain both child abuse and peer-on-peer abuse</p> <p>Appropriate responses and conclusions drawn reflect students' ability to accurately identify factors that may prevent students from reporting abuse</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p><b>Some signs of Physical Abuse include:</b></p> <ul style="list-style-type: none"> <li>• Unexplained bruises in various stages of healing</li> <li>• Undue fear of a parent</li> <li>• Nervousness, hyperactivity, aggressive, disruptive behaviours</li> </ul> <p><b>Signs of emotional abuse include:</b></p> <ul style="list-style-type: none"> <li>• Delayed physical or emotional development,</li> <li>• Speech disorder</li> <li>• Very low self-esteem</li> <li>• Antisocial or destructive behaviour</li> <li>• Depression and suicidal attempts</li> </ul> <p><b>When should we report?</b></p> <p>The law requires us to report all cases of suspected abuse. Additional follow-up may be required when:</p> <ul style="list-style-type: none"> <li>• Has no parent or guardian or who has a parent or guardian who is unfit to exercise proper care and guardianship</li> <li>• Is falling into negative peer pressure or beyond control e.g. gang or substance use and misuse</li> <li>• Is exposed to mortal danger (i.e. child is destitute, wandering without any settled place of abode</li> <li>• Is being cared for in circumstances in which the child's physical or mental health or emotional state is being impaired.</li> <li>• An offence was committed or was attempted to be committed against that child.</li> </ul>		<p><i>Shawna is a twelve-year-old child who attends Craig Jones High School. She lives with her mother, father and younger brother Ricardo. She lives near her school and is often late for school.</i></p> <p><i>Shawna recently told her friend Shannon that she is often late because she must get her brother Ricardo dressed and drop him off at school every day. She also told Shannon that if she does not look after breakfast and dinner she will be punished. Shawna confided in Shannon and told her that one evening her father looked at her breast and stated that she is turning into a nice young lady. Shawna is afraid to broach the subject of rights and responsibilities with her parents. Her mother often tells her that children should be seen and not heard and that her father is the head of the house and that what he says is the law.</i></p> <ul style="list-style-type: none"> <li>• What would I do if you were Shawna?</li> <li>• Discuss reasonable steps that you could take to report the matter?</li> <li>• Would I report a case like this? Why or why not?</li> <li>• Would it be easy to say no to your parents in this situation?</li> <li>• What factors am I aware of report abuse?</li> </ul> <p>Teacher will provide feedback to students by citing relevant data and underscoring the importance of being aware of these factors in daily experiences.</p>	

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>NB To report child abuse, call: 876-776-8328 876-822-7031 (Flow) 876-878-2882 (Digicel)</p> <p>In an emergency, you should call 119 or your local police station by phone or go to the nearest police station. If you wish to remain anonymous you can report a crime to “crime stoppers” by phone at 311.</p> <p><b>Some of the suggested persons that students can report to:</b></p> <ul style="list-style-type: none"> <li>• Parents/Guardian/Caregiver</li> <li>• Teachers, Dean of Discipline/ Guidance Counsellor/School Nurse, Vice Principals, Principal</li> <li>• Peer Counsellors/Student Councillors</li> <li>• Police, OCA, Child Protection and Family Services (CPFSA)</li> <li>• Centre for Investigation of Sexual Offences, Child Abuse (CISOCA)</li> </ul> <p><b>Students might not report abuse due to:</b></p> <ul style="list-style-type: none"> <li>• Negative informant culture</li> <li>• Fear of losing friends/family or loved one</li> <li>• Threat from the abuser(s)</li> <li>• Shame/guilt</li> </ul> <p><b>Students should understand the benefits of reporting abuse:</b></p> <ul style="list-style-type: none"> <li>• It can lead to the end of abuse for the victim</li> <li>• It can prevent other children from being abused</li> <li>• It can give the survivors a sense of relief</li> <li>• Survivors can get justice</li> </ul>	<p>Resource Personnel/ Discussion/ Creative Art</p> <p>Drama</p>	<p>Students will participate in a discussion with representatives from the various agencies, about their rights and duty to report abuse relating to themselves or others. Each student will compile a directory of services that are available for them to report abuse and suspected cases of abuse (OCA, CISOCA, CPFSA, Police, Hospital, Victim Support Unit, Probation Office). They will create educational materials such as charts and pamphlets to mount in different areas of the school encouraging peers to report abuse and raising awareness on the importance of reporting abuse. Encourage students to create songs/ poems/jingles that promote the benefits of reporting abuse.</p> <p>Students will select a life skill, create scenarios and dramatize how they would apply the steps in the selected skill to assist them in reporting abuse or suspected abuse. For example, students will highlight the importance of being assertive in a situation where a threat may have been issued and practice being assertive in role rehearsal (rehearsing behaviours until they are ready to be practised in real-life situations).</p> <p>Students will provide feedback to peers and will explore the possibility of applying more than one relevant skill to a given scenario. Teacher will provide ongoing feedback and make referrals to the Guidance Counsellor where necessary or encourage students to see the guidance counsellor.</p> <p><b>Extended Learning:</b> See Mental Health &amp; High School Curriculum Guide (<a href="http://www.teenmentalhealth.org">www.teenmentalhealth.org</a>) Module 4: Experiences of Mental Illness and the Importance of Family Communication Activity # 4 &amp; 5: Discussion Groups/Sharing the Pieces</p>	<p>Materials reflect creativity, accurate information, reasonable points justifying the importance of reporting abuse and appropriate value/virtue eg. responsibility or courage</p> <p>Dramatization illustrates effective use of effective communication, empathy or assertiveness skill and appropriate value/virtue e.g. courage, responsibility or respect.</p>

**GRADE 7**

**Theme: Safety and Security**

**Topic: 2**

**Say No to Gangs**

**Life Skills:**

Social: Refusal, Assertiveness, Advocacy

Cognitive: Critical Thinking, Creative Thinking, Problem Solving

Coping: Self-awareness, Healthy Self-management

**Values/Virtues:**

**Courage, Decency, Trustworthiness, Law-abiding, Authenticity**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>Distinguish similarities and differences between gangs and cliques</li> <li>Investigate the impact of acts of violence committed by gangs on society</li> <li>Show a willingness to display proactive approaches to mitigate gang activities</li> </ul>	<p>Gangs: all groups, associations or cliques that, in the judgment of the school leadership, appear to use or promote anti-social, violent, disruptive, or delinquent behaviours are classified as gangs. In other words, gangs are two or more persons with the main purpose to commit an offence causing harm and gaining illicit benefit. (Anti-Gang Legislation, 2014) Any other group that seeks to identify themselves by a name, dress, emblem, tattoo or behaviour and in so doing violates the rules of the school or threatens the general discipline and order of the school. (Safety and Security MOE, Jamaica, 2007).</p> <p><b>Acts of Violence Committed by Gangs:</b></p> <ul style="list-style-type: none"> <li>Violence which amounts to an assault against a person(s) with or without a weapon</li> <li>Vandalism against property</li> <li>The moral endangerment of other students</li> <li>Transportation or sale of an illegal substance or other contraband</li> <li>Any activity prohibited by the laws of Jamaica</li> </ul>	<p>Resource Personnel/ Graphic Organizer/ Discussion</p> <p>Research/ Audio Visual Presentation</p> <p>Checklist/ Projects</p>	<p>Students will be asked to develop and present a graphic organizer to state their definition of a gang and differentiate similarities/ differences between gangs and cliques after the presentation by an available representative(s) (SRO, MOCA, NIA, Dean of Discipline) on the topic of gangs.</p> <p><b>Critical-Thinking-Activity (CTA)</b></p> <p>Students will research how gang violence has been impacting Jamaica. They will present their findings in the form of a vox pop, documentary or any form of audio-visual presentation. Guided questions:</p> <ul style="list-style-type: none"> <li>How do gangs redefine the idea of family and community?</li> <li>What impact do gangs have on society?</li> <li>What are the potential impacts of gangs on me and my family?</li> </ul> <p>Students will compile a list of gang-related activities and create an at-risk checklist. They will use the checklist to survey peers and plan a “No Gangs in My School” campaign. Students will be issued a copy of the checklist and assist in monitoring their behaviour and that of others.</p>	<p>Graphic organizer and discussion illustrate an accurate understanding of the term gang and differences between gangs and cliques</p> <p>Results of the audio-visual presentations reflect students’ ability to critically analyse the impact of gang-related violence on the self, family and society</p> <p>Student responses indicate a willingness to create a gang-free environment, proficiency in effective listening (communication) or decision making skill as well as</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> <li>• Demonstrate how to cope if pressured by friends to join gangs.</li> <li>• Display social or cognitive skills to avoid sociocultural or economic influences to joining a gang.</li> </ul>	<p><b>Approaches to mitigate gang activities</b></p> <ul style="list-style-type: none"> <li>• Stay with positive friends. These friends focus on their academic work and enjoy extra-curricular activities.</li> <li>• Keep company only with persons who are positive and kind to you and others.</li> <li>• Keeps friends who obey both school rules and the laws of the country.</li> <li>• Speak Out! Say no and tell an adult (Report it)</li> <li>• Avoid individuals who encourage you to participate in risky behaviour and avoid the places where those individuals hang out. Be conscious of your environment. Do not ignore any signs or perceived threats.</li> </ul> <p><b>Below are some practical measures to employ that will address the need to belong:</b></p> <ul style="list-style-type: none"> <li>• Partnership: walk with positive peers.</li> <li>• Be involved in meaningful interactions at school and in the community</li> <li>• Get involved in mentorship programmes</li> <li>• Get involved in athletics or other sports</li> </ul>	<p>Creative Expression</p> <p>Stimulus Activity</p>	<p>As an intervention, they will create a ‘box’ to anonymously report incidents. The contents of the box will be processed by the school’s behaviour support team (HFLE Teacher, Guidance Counsellor, PTA Rep, Principal, Dean of Discipline where present and other assigned key personnel). Appropriate actions will be taken as required.</p> <p>Students will select one form of presentation to creatively demonstrate coping mechanisms to resist/avoid pressures from friends to join gangs or participate in gang-related activities. They may choose from several different creative ideas and may even incorporate more than one coping mechanism in a given situation for optimal results. The students will assess their peers’ creative efforts and provide feedback on how their strategy may be improved.</p> <p>In a large group discussion, students will identify social, cultural and economic factors that encourage gangs in Jamaican society. They will then select at least one factor and design an activity of their choice using the steps in the life skill to make recommendations on how to negate the influence of gangs. Students will use the questions to guide their recommendations: What are my options when faced with gang pressure?  How can I say NO to family and friends?</p>	<p>appropriate value/ virtue e.g. peace or courage</p> <p>Creative expression reflects activities and appropriate value/virtue eg. decency, courage or authenticity appropriate coping mechanisms to resist/avoid pressures to join gangs or participate in gang-related activities</p> <p>Stimulus activity depicts competency in assertiveness, decision making, problem solving or refusal skill and appropriate value/ virtue e.g. law-abiding, decency or authenticity</p>



**GRADE 7**

**Theme: Safety and Security**

**Topic: 3**

**Eradicate Extortion**

**Life Skills:**

Social: Assertiveness, Refusal  
 Cognitive: Decision Making, Problem Solving  
 Coping: Self-awareness, Healthy Self-management

**Values/Virtues:**

**Responsibility, Integrity, Respect, Honesty, Wisdom, Reason**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>Distinguish between robbery and extortion</li> <li>Critically analyse the causes and effects of extortion on self and others</li> <li>Argue the importance of protecting themselves and others from extortion</li> <li>Demonstrate appropriate social or cognitive skills to lessen extortion</li> </ul>	<p><b>NOTE TO TEACHER:</b> Please note that reasons for continuous absenteeism may vary and this discussion may elicit emotionally sensitive responses.</p> <p>Robbery involves taking something from another individual with the use of immediate threat. This normally involves the use of force or intimidation.</p> <p>An individual (s) is guilty of extortion if he or she makes any unwarranted demand with verbal or written threat as a view to gain for him or herself or another with intent to cause loss to another. (Larceny Act, Jamaica 2006)</p> <p>(Extortion does not include immediate threat.)</p> <p><b>Risk Factors and Causes of Extortion</b></p> <p>There are negative influences in the lives of individuals or a community. These may increase the presence of crime, victimization or fear of crime in a community and may also increase the likelihood that individuals engage in crime or become victims. Risk factors of extortion include but are not limited to:</p> <ul style="list-style-type: none"> <li>Greed</li> <li>Low self-esteem</li> <li>Negative attitudes, values or beliefs</li> <li>Drug, alcohol or solvent abuse</li> </ul>	<p>Scenarios/ Discussion</p>	<p>Students will discuss the question, have I ever extorted someone? Then they will read sample scenarios and identify which one represents signs of extortion and which represents robbery.</p> <p><b>Scenario 1</b></p> <p>George was walking to the bathroom and two boys stopped him and told him he had to pay to use the bathroom.</p> <p><b>Answer: Extortion</b></p> <p><b>Scenario 2</b></p> <p>Anna Kay was on the playfield; Mathew told her she had to give him her lunch for one week to use the playfield.</p> <p><b>Answer: Extortion</b></p> <p><b>Scenario 3</b></p> <p>Mathew was on the playfield and two boys had a knife and demanded that Mathew give them all his money.</p> <p><b>Answer: Robbery</b></p> <p><i>(Students may create more scenarios to demonstrate an understanding of the differences between both.)</i></p>	<p>Explanations provided are logical and clearly outline students' ability to differentiate between robbery and extortion</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<ul style="list-style-type: none"> <li>• Poverty</li> <li>• Children of parents in conflict with the law</li> <li>• Homelessness</li> <li>• Presence of neighbourhood crime</li> <li>• Early and repeated anti-social behaviour</li> <li>• Lack of positive role models</li> <li>• Children who witness violence</li> <li>• Lack of services (social, recreational, cultural, etc)</li> <li>• Family distress, family violence</li> </ul> <p><b>Effects of Extortion</b></p> <ul style="list-style-type: none"> <li>• Sadness, depression, anxiety</li> <li>• Fear of school</li> <li>• Low self-esteem</li> <li>• Suicidal thoughts</li> <li>• Anger and desire for revenge</li> </ul> <p><b>How do I protect myself from extortion?</b></p> <ul style="list-style-type: none"> <li>• Report cases or suspected cases of extortion</li> <li>• Paying criminals will only encourage them to make further demands</li> <li>• Avoid areas without adult supervision</li> </ul> <p>Adapted from:  <a href="https://www.publicsafety.gc.ca/cnt/cntrng-crm/crm-prvntn/fndng-prgrms/rsk-fctrs-en.aspx">https://www.publicsafety.gc.ca/cnt/cntrng-crm/crm-prvntn/fndng-prgrms/rsk-fctrs-en.aspx</a>  For more information, visit: <a href="https://greentumble.com/what-are-the-human-causes-of-floods/">https://greentumble.com/what-are-the-human-causes-of-floods/</a></p>	<p>Creative Arts</p> <p>Video Presentation/ Journaling</p>	<p><b>Reflective Question</b></p> <p>How can I encourage my peers to refrain from extortion as a game?</p> <p>In small groups using the creative arts, students will prepare presentations that demonstrate at least two causes and effects of extortion. They will present their findings to the class and the group will discuss the information presented making clarifications where necessary. Students will use the agreed rubric to assess the presentations (creativity, accuracy of content).</p> <p>Teacher will locate an age-appropriate audio-visual resource and present it to students after which they will participate in the discussion:</p> <ul style="list-style-type: none"> <li>• Describe how they feel about what they saw/heard</li> <li>• Describe possible protective measures</li> <li>• Explain the importance of protecting self and others from extortionists</li> </ul> <p>Students will create reflective journal entries outlining strategies they will use to protect themselves at school and in the community from being extorted.</p>	<p>Creative arts illustrate students' accurate understanding of the causes and effects of extortion</p> <p>Students' responses during discussion reflect valid and reasonable arguments to support the importance to protect self and others from extortion; journal entries reflect suitable strategies and appropriate value/virtue eg. wisdom or reason to protect themselves from extortion</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
		Project/ Portfolio	In small groups, students will share social skills that they can use to deal with extortion and develop a plan of action on how to employ these skills. Students must include in their plans a reporting mechanism. Each group will present their plans to the whole class. Feedback will be given to include commendations and recommendations. Students will implement their action plans as part of their HFLE portfolios and will document their progress throughout the year.	Evaluate projects for proficient use of decision making, or refusal skill and appropriate value/virtue e.g. responsibility or wisdom

**THEME: SAFETY AND SECURITY**

**MODULE 3: SAFEGUARDS FOR PROTECTION, SAFETY AND SECURITY**

Develop action competence and build capacity to minimize factors affecting Protection, Safety and Security within all contexts.

### **About the Module**

Students must be able to develop and demonstrate the appropriate skills in minimizing or eliminating risks to self. They should also be able to demonstrate awareness of resource persons or agencies to contact in case of emergencies or if they need protection.

### **Key Skills**

- Coping Skills (healthy self-management, self-awareness)
- Social Skills (communication, interpersonal relations)
- Cognitive Skills (critical thinking, creative thinking, problem solving, decision making)

### **GUIDANCE FOR THE TEACHER**

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

**LINKS TO OTHER SUBJECTS: RELIGIOUS EDUCATION, SOCIAL STUDIES**

**GRADE 7**

**Theme: Safety and Security**

Module 3: Safeguards for Protection, Safety & Security

Unit 1: Minimizing My Risks

Learning Goals: By the end of this unit, students should be able to:

1. Be aware of how to respond to natural, environmental disasters and injuries
2. Appreciate the impact of natural disasters on impact survival and development
3. Apply appropriate life skills to locate and utilise community resources that support protection, safety and security

**Core Values:** **Spiritual Insights & Safeguards – 1. Vision of self and others 2. Sense of the sacred 3. Purpose of life and life-forms 4. Stewards of the environment**

**Topic: 1 Am I safe or Am I Safe?**

**Life Skills:** Social: Assertiveness, Advocacy, Refusal

Cognitive: Critical Thinking, Creative Thinking

Coping: Self-awareness, Healthy Self-management

**Values/Virtues: Responsibility, Self-control, Respect, Commitment**

Objectives	Points to Notes/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>• Differentiate between critical incidents and disasters</li> <li>• Examine phases of the Disaster Management Cycle</li> <li>• Practise responding to critical incidents in a manner that promotes protection, safety and security</li> </ul>	<p>A disaster is any event, natural or man-caused, which creates an intense negative impact on people, goods and services, as well as the environment; it exceeds the affected community's internal capability to respond, prompting the need to seek outside assistance. One such example is Hurricane Gilbert, which affected Jamaica on September 12, 1988.</p> <p>"A critical incident is a traumatic event that has sufficient power to overwhelm an individual's ability to cope" (Critical Incident Management Plan, 2008).</p> <p><b>There are four Phases of the Comprehensive Disaster Management (CDM) Cycle</b></p> <ul style="list-style-type: none"> <li>• Mitigation</li> <li>• Preparedness</li> <li>• Response</li> <li>• Recovery</li> </ul>	<p>Brainstorming/ Discussion/ Research</p>	<p>Students will respond to the following sample discussion questions:</p> <ul style="list-style-type: none"> <li>• Do you think that safety drills are important (fire, earthquake etc)?</li> <li>• How do you normally respond to a safety drill?</li> <li>• How do you react when there is an accident? Do you run to or move away from the scene?</li> <li>• Do you think it is important to have regular safety drills?</li> </ul> <p>Students in continuing the discussion will responsibly use the internet to research information to differentiate between critical incidents and environmental disasters. They will share their findings and state the importance of taking charge of their personal safety.</p>	<p>Discussions and research results clearly display students' understanding of the difference between critical incidents and disasters</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> <li>Demonstrate cognitive or social skills in minimizing risks to personal safety</li> </ul>	<p>See the appendix for additional information. STREAM - Student's Response to Critical Incident</p> <ol style="list-style-type: none"> <li><b>Self:</b> student's first duty is to self. Aim for personal safety and protection from all incidents. Run away from not run towards.</li> <li><b>Think:</b> What can I do? What should I do? What should I NOT do?</li> <li><b>Report:</b> Student should tell the first adult he or she sees. (Shout Help!) Do not run near the incident. WALK as fast as possible (running can increase your chance of self-injury).</li> <li><b>Ensure</b> that your actions do not complicate matters for yourself or the victim (for example, avoid crowding a student who fainted, allow persons who can help to move freely and avoid touching blood without protective gear).</li> <li><b>Aid:</b> only if trained in basic First Aid</li> <li><b>Maintain Calm</b> – Keep the environment calm, this will minimize confusion. Being anxious may increase your chance of panicking which might alter your judgment.</li> </ol> <p>Jamaica is vulnerable to natural and man-made hazards which include hurricanes, earthquakes, floods and, increasingly major incidents of violence.</p> <p>All schools and institutions have characteristics that make them vulnerable to hazards. Some of these characteristics are specific to geographic/social vulnerabilities.</p>	<p>Simulations</p> <p>Quiz/ Discussion/ Demonstration</p> <p>Stimulus Activities</p>	<p>Students in groups will explore the concept of STREAM. They will discuss the question, "How willing am I to practice STREAM in everyday life situations?" Teacher will assign each group one phase of the CDM cycle. They will then analyse and present the information to the class by creating scenarios and simulating them in accordance with the assigned phase. Please note: depending on the size of the class more than one group may have the same phase; however, the presentation method may be different.</p> <p>Teacher will give students a safety quiz, will discuss their responses and provide feedback. For example:</p> <ul style="list-style-type: none"> <li>Fight on the streets involving students</li> <li>An accident on the road with blood on the scene</li> <li>Burning of a building?</li> </ul> <p>For each quiz item, students should make recommendations on how to respond to ensure the protection, safety and security (PSS) of themselves and others. Students will demonstrate these responses.</p> <p>Teacher will reintroduce the STREAM method of responding to critical incidents.</p> <p>Students in groups will then select one real-life scenario and simulate it by applying the STREAM method and appropriate life skills to respond. Students will make a Protection, Safety &amp; Security (PSS) pledge to self: for example- "I am committed to STREAM".</p>	<p>Simulation depicts accurate interpretation of the assigned phase and competency in clearly presenting the information</p> <p>Discussion and demonstrations reflect suitable and practical responses to critical incidents along with appropriate value/virtue eg. self-control</p> <p>Stimulus activities presented reflect an accurate understanding of the STREAM method and application of the steps in decision making, advocacy, or healthy self-management</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Planning is critical if stakeholders are to act in the best interest of the students during emergencies. In any emergency, responders may not reach the facility immediately. It is therefore imperative that students are equipped to respond adroitly and responsibly.</p> <p>Each school is required to have a Critical Incident Management Plan and team in place. The plan is not a secret and should be accessible to both staff and students,</p>		<p>In groups, students will then do one of the following:</p> <ol style="list-style-type: none"> <li>1. Tour the school compound and identify and become familiar with the various out-of-bounds areas and discuss why these areas are so labelled (they can make/ design signage where signs are lacking).</li> <li>2. Create posters with pictures to illustrate the STREAM method of responding to critical incidents and post them in each classroom and common area.</li> <li>3. Use available time and space to educate the school population on how to respond to critical incidents (devotion, clubs and societies meetings).</li> <li>4. Organize fire drills with the CIMT evaluate the response of all stakeholders.</li> </ol> <p><b>Reflective Questions</b></p> <ul style="list-style-type: none"> <li>• How do my actions support the school's safety and security plan?</li> <li>• What can I do to improve my commitment to staying safe?</li> </ul> <p>In responding to the reflective questions and the completed activities, they will evaluate activities and provide recommendations for future actions.</p>	<p>skill and appropriate value/virtue e.g. commitment or willingness to minimize risks to personal safety making or healthy self-management skill and appropriate value/virtue e.g. commitment or willingness</p>





Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>These include:</p> <ul style="list-style-type: none"> <li>• The Child Pornography Act</li> <li>• Cybercrimes Act</li> <li>• Corruption Prevention Act</li> <li>• The Larceny Act</li> <li>• Offences Against the Person Act</li> <li>• Road Traffic Act</li> <li>• Anti-gang Legislation</li> <li>• Sexual Offences Act</li> <li>• Dangerous Drugs Act</li> <li>• Fire Arm Act</li> <li>• National Police Child Interaction Policy</li> </ul> <p>A Code of Conduct for Police-Citizen Relations in Jamaica was also developed to increase awareness of the rights of individuals and police when interacting with each other.</p> <p>When children's rights are violated or not respected, the Office of the Children's Registry should be contacted at CPFSA (888-776-8328). Everyone has the responsibility to report violations of children's rights.</p> <p>Other agencies to which mistreatment or violations of rights can be reported are:</p> <ul style="list-style-type: none"> <li>• Ministry of Justice</li> <li>• INDECOM</li> <li>• The Office of the Public Defender</li> </ul>	Project	<p>They may plan and execute role plays using their arguments. Representatives from the JCF may also be invited as resource persons when students must present and provide feedback. Representatives can assist the students to process the reflective questions to build trust in law enforcement and commitment to future action.</p> <p><b>Reflective Questions</b></p> <p>How much do I value the security forces? Do I trust the police to keep me safe? How can I get my peers to be more trusting of The police?</p> <p>Students will brainstorm common issues that affect their safety/security. In groups, they will then be assigned one of the issues and create a directory with organizations and programmes that can assist in addressing these issues. They will present the resource to the principal, share it in their local churches and advocate to post it in their community centres and youth clubs. Suggested agencies and programmes to be included:</p> <p>Agencies</p> <ul style="list-style-type: none"> <li>• Community Safety and Security Branch of the JCF</li> <li>• Ministry of Justice</li> <li>• INDECOM</li> <li>• CPFSA</li> <li>• Probation Office</li> </ul> <p>Programmes</p> <ul style="list-style-type: none"> <li>• Child Justice</li> <li>• Restorative Justice</li> <li>• Victim Support</li> <li>• 800-CORRUPT</li> <li>• Safe Schools</li> </ul> <p><b>The directory should include the roles/ functions of agencies</b></p>	<p>Directory reflects critical thinking skill in the relevance of information to address the issue, is accessible to students, user-friendly, age-appropriate and promotes appropriate value/virtue eg. cooperation</p>

# HOW LOTTERY SCAM WORKS

## The Jamaican Lottery Scam: How It Works

Jamaican scammers took \$1 billion from Americans, mostly the elderly, in the past four years.

**1.** Scammer phones victim, getting the name and number from a contact list.



'Great news! You have won \$2.5 million and a car in a lottery.'

**2.** 'I didn't enter a foreign lottery'

'You probably were entered automatically at a store. What color car do you want? Oh... there are a few small fees.'



### Other Scam Lines

- 'Your check was misplaced. We need another!'
- 'This is the IRS - you have to pay withholding tax!'
- 'We know where you live...'
- 'You had better pay these fees!'



**5.** After the victim sends thousands of dollars, family members often step in. They freeze bank accounts and cut phone service.



**4.** The victim becomes frantic as scammers phone repeatedly, escalating demands and impersonating government officials.



**3.** 'I need to buy a payment card to send money!'

Reporting by E.S. Browning, graphic by Joe Shoulak/The Wall Street Journal

## PERSONAL RISK ASSESSMENT CHECKLIST

### Lotto Scamming

#### Personal Risk Assessment Checklist

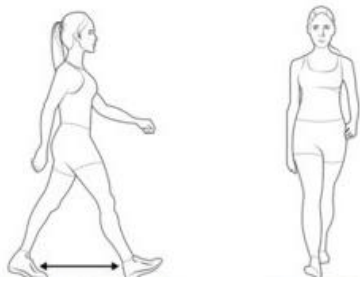
Each student will complete the checklist individually or in pairs. They do not need to be collected by the teacher. If they are to be collected students are not required to write their names. Place a tick in one of the boxes labelled YES, NO or NOT SURE. Write as many comments as you desire.

This Personal Risk Assessment checklist is shared as an example of a tool that a teacher might use to help students assess risks associated with scamming. This then helps to determine possible interventions needed to help students adjust and make better choices. The checklist contains a series of potential medium/high-risk indicators to assess against a given tendency to scamming and related activities. The idea is that the more “Yes” answers to the questions in the checklist, the higher the risk to adhere or becoming entangled in scams. Users are encouraged to add other risk indicators unique to their needs.

Questions	YES	NO	Not Sure	Comments
1. Are you a law-abiding citizen?				
2. Do you know of anyone who has been a victim of scams?				
3. Do you think it is ok for impoverished persons to scam others out of their pensions or savings?				
4. Are you an advocate for the 'get rich quick' scheme or mentality?				
5. Do you think it is ok for students to be engaged in lottery scamming?				
6. Are you a 'hard target' for scamming?				
7. Lawlessness is not uptown or downtown it affects all sectors of society and levels.				
8. Have you ever been approached by someone to collect money or deliver money?				
9. Scamming negatively affects Jamaica.				
10. Have you ever thought about engaging in scamming?				
11. Do you agree with the statement “informer fi dead”?				
12. Is there a positive side to scamming?				
13. Would you report suspected cases of scamming?				
14. Would you speak out against scamming?				

If you have more Yes or Not sure answers than you do NO, please speak with a trusted adult (parents, guidance counsellors, teachers, law enforcement officials.)5 Body Language Tricks to Show You're a Hard Target

## BODY LANGUAGE TRICKS TO SHOW YOU'RE A HARD TARGET

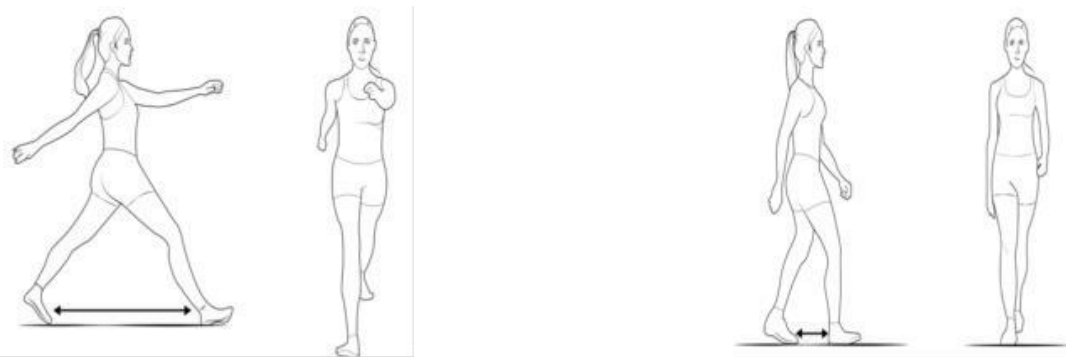


### Optimal Stride

Take forceful, dynamic steps that convey assertiveness and confidence. Swing your feet gracefully forward. When you walk naturally, your arms are slightly bent at the elbows, and you let them swing back and forth. It's natural for them to move to counterbalance your leg motion.

### #1) Optimal Stride

**Stride Length:** A sign of weakness can be revealed when a woman takes abnormally long strides and her arms swing corresponding fashion. This can cause a woman to look uncoordinated and may attract unwanted attention from a predator.



### Stride Length

**Foot Movement:** People who shuffle or drag their feet take short steps and display limited arm movement can appear uncertain or hesitant.

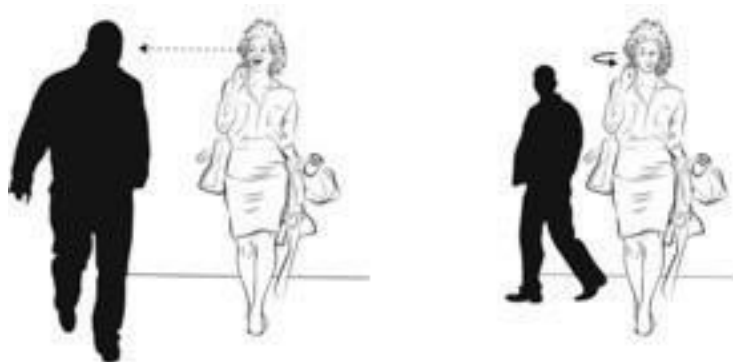
**Posture:** Your posture tells the world a lot about you and is an easy fix. Chin up, spine straight, and shoulders back, looking around, taking in your surroundings. A slumped or hunched posture, as above, sends out a message of fear and timidity, of being less likely to fight back. Similarly, walking with your gaze lowered suggests a lack of awareness, all of which makes you an inviting target.

## #2) Split-second Glance

I suggest giving people a split-second glance so that you have put them on notice that you know they are there. You are talking with your body and telling them, "I see you. If you're up to no good I know it, and I am not an easy target." When a predator knows that you have seen him, he may look for another target because the element of surprise is lost.

## #3) Keep Your Head on the Level

If you get the feeling that you're being watched or checked out, cast a casual glance in the direction of the person watching you. After looking at someone people tend to look down or away. It signals intimidation. Once you glance at that person return your head to the forward position keeping your head on the level.



## #4) Trust your Gut

As you look around, your subconscious brain will be picking up details and information and transfer that knowledge to your conscious mind as feelings or to locations on your body as physical sensations. In other words, your intuition will be actively giving you feedback. If it picks up something unusual, you will definitely get an alert. Train yourself to hear it no matter how softly it may initially caution you.

## #5) Employ Situational Awareness

Situational awareness is a notch up from simply noticing things since it involves trying to anticipate what will occur. For instance, if you see a man who appears under the influence of a substance, consider crossing to the other side of the street as a precaution. You have not merely seen him but you have also taken steps to prevent a worse situation.

**These behaviours, interpreted by predators, send a strong message that you are not vulnerable. You are a hard target.**

Steve Kardian has spent more than thirty years as a career law enforcement officer.



# **SEXUALITY & SEXUAL HEALTH**

## Sexuality and Sexual Health – Grade 7 – TERM 2

REGIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
<b>RS SSH 1</b> Demonstrate an understanding that the concept of human sexuality as expressed throughout the life cycle, is an integral part of every individual.	<ol style="list-style-type: none"> <li>1. Display knowledge of the various components of human sexuality.</li> <li>2. Developing strategies for coping with the various changes associated with puberty.</li> <li>3. Assess traditional role expectations of boys and girls in our changing society.</li> <li>4. Assess ways in which behaviour can be interpreted as being “sexual”.</li> </ol>	<ol style="list-style-type: none"> <li>1. Differentiating Between Sex and Sexuality</li> </ol>	<ol style="list-style-type: none"> <li>1. My Body</li> <li>2. My Sexuality</li> <li>3. Exploring Gender Issues</li> </ol>	<ul style="list-style-type: none"> <li>• Changes During Puberty</li> <li>• Sexuality is Not Just About Sex</li> <li>• Changing Gender Roles</li> </ul>
<b>RS SSH 2:</b> Students will analyse the influence of socio-cultural and economic factors as well as personal beliefs on the expression of sexuality choices.	<ol style="list-style-type: none"> <li>1. Critically analyse the key factors influencing sexual choices and experiences</li> <li>2. Demonstrate skills in communicating sexual issues with parents and peers</li> </ol>	<ol style="list-style-type: none"> <li>2. Sociocultural Influences on Sexual Behaviour</li> </ol>	<ol style="list-style-type: none"> <li>1. Factors that Influence Expression of Human Sexuality</li> </ol>	<ul style="list-style-type: none"> <li>• What influences My Sexuality</li> <li>• The Media Speaks About Sexuality</li> <li>• Dangers of Sexual Grooming</li> </ul>
<b>RS SSH 3:</b> Students will develop action competence and build capacity to recognize the basic criteria and conditions for optimal reproductive health and reduce vulnerability to priority problems including HIV/ AIDS, cervical cancer and TIs.	<ol style="list-style-type: none"> <li>1. Critically analyse the risks that impact reproductive health</li> <li>2. Demonstrate an awareness of actions that can prevent injury to the reproductive organs</li> <li>3. Demonstrate knowledge of the potential challenges that face adolescent parents and their families in raising a child</li> </ol>	<ol style="list-style-type: none"> <li>3. Managing Reproductive Health</li> </ol>	<ol style="list-style-type: none"> <li>1. Reproductive Health</li> </ol>	<ul style="list-style-type: none"> <li>• STIs are real</li> <li>• Risky Behaviours: Serious Consequences</li> <li>• I Will Abstain</li> </ul>



REGIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
	<ol style="list-style-type: none"> <li>4. Understand risks associated with HIV, STIs and Cervical cancer</li> <li>5. Set personal goals to minimise their risk of contracting HIV and other STIs</li> <li>6. Demonstrate knowledge of risk to reproductive health associated with contracting HIV and other STIs</li> </ol>			
<b>RS SSH 4:</b> Students will utilize knowledge and skills to access age-appropriate sources of health information, products, and services related to sexuality and sexual health.	<ol style="list-style-type: none"> <li>1. Demonstrate the ability to locate and utilise community resources that support the health, social, and needs of families.</li> </ol>	<ol style="list-style-type: none"> <li>4. Access Sources of Health Information and Services</li> </ol>	<ol style="list-style-type: none"> <li>1. Exercising My options</li> </ol>	<ul style="list-style-type: none"> <li>• Available Health Services for Adolescents</li> </ul>

## **THEME: SEXUALITY AND SEXUAL HEALTH**

### **MODULE 1: DIFFERENTIATING BETWEEN SEX AND SEXUALITY**

Demonstrate an understanding that the concept of human sexuality as expressed throughout the life cycle is an integral part of every individual.

#### **About the Module**

A differentiation needs to be made between the terms sex and sexuality. Sexuality has a variety of dimensions which include biological sex and gender. One's sexuality also encompasses the many social, emotional and psychological factors that shape the expression of values, attitudes, social roles and beliefs about self and others as being male or female.

#### **Key Skills**

- Coping Skills (healthy self-management, self-awareness)
- Social Skills (communication, interpersonal relations, assertiveness, refusal)
- Cognitive Skills (critical and creative thinking, decision making)

#### **GUIDANCE FOR THE TEACHER**

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

#### **LINKS TO OTHER SUBJECTS: RELIGIOUS EDUCATION, INTEGRATED SCIENCE**

**GRADE 7****Theme: Sexuality and Sexual Health**

Module 1: Differentiating Between Sex and Sexuality

Unit 1: My Body

Learning Goals: By the end of this unit, students should be able to:

1. Understand the changes associated with puberty.
2. Appreciate the changes in their bodies during puberty.
3. Apply coping skills to manage changes in their bodies related to puberty.

**Core Values:** **Spiritual Insights & Safeguards – 1. Vision of self and others 2. Sense of the sacred 3. Purpose of life and life-forms 4. Stewards of the environment**

**Topic 1: Changes During Puberty****Life Skills:** Social: Assertiveness

Cognitive: Critical Thinking, Creative Thinking

Coping: Self-awareness, Coping with Emotions

**Values/Virtues: Self-confidence, Respect, Understanding, Determination, Caring, Compassion**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>• Explain the term puberty and highlight physical changes which may occur with the onset of puberty.</li> <li>• Analyse the hormonal changes experienced during puberty and the link to personal hygiene.</li> </ul>	<p><b>Note to Teacher:</b> It is important to communicate with parents and guardians the objectives and the activities of this topic as students may turn to them with questions. Help the adults to be prepared to offer the best guidance to the students.</p> <p>As children approach adolescence, they experience changes in their bodies. These changes are due to special hormones being produced. This time of change is called puberty. Puberty is the period of human development during which physical growth and sexual maturation occur.</p> <p>For boys, puberty begins between the ages of 10 and 13; while for girls, puberty begins between ages 8 and 13. Puberty typically ends between ages 16 and 17 for girls, and in the late teens or early twenties for boys.</p>	<p>Video Presentation/ Discussion/ Creative Expression</p>	<p>Students will watch the video <b>All About Boys Puberty</b> <a href="https://www.youtube.com/watch?v=Yvw7QGytgNQ">https://www.youtube.com/watch?v=Yvw7QGytgNQ</a> and <b>What is Puberty? Decoding Puberty in Girls</b> <a href="https://www.youtube.com/watch?v=j_mFJ2d0qxQ">https://www.youtube.com/watch?v=j_mFJ2d0qxQ</a></p> <p>In groups, students will discuss their understanding of the term puberty and highlight the physical pubertal changes (breast development, growth, widening of chest) that they have been experiencing. Each group will choose one area of focus and describe the change and how they feel about it. Students will write a poem/song/rap etc. entitled “The Changing Me.”</p>	<p>Creative expression accurately captures the changes that occur with the onset of puberty</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> <li>Explore how the emotional changes associated with puberty impact their relationships.</li> <li>Display coping mechanisms to manage changes experienced during puberty.</li> </ul>	<p><b>In males</b>, testosterone triggers the growth of genitals, pubic, facial and underarm hair; voice changes, muscle development, and increased activity of oil and sweat glands. 'Wet dreams' are common in boys during puberty and occur during sleep when an erection occurs and is followed by ejaculation.</p> <p><b>In females</b>, oestrogen and progesterone start the development of breasts, widening of hips, appearance of pubic hair and armpit hair, and growth spurts. The uterus and vagina grow, menstruation begins and there is increased activity of oil and sweat glands.</p> <p>The onset of puberty includes changes in:  <b>Male:</b> testes, sperm duct, urethra, penis, scrotum, foreskin and associated glands.  <b>Female:</b> ovaries, fallopian tube, womb, cervix, vagina, vulva.</p> <p><b>Hygiene During Puberty</b>  Changes in hormone levels can increase oil production and cause greasy skin, blocked pores, pimples and acne. Keep the skin clean and healthy by washing/bathing twice a day. Sweat glands and oil secretions on the scalp can make hair look greasy and may carry an odour. Help control oily hair by washing it either every day or every other day. Body odour can be particularly uncomfortable for teenagers. During puberty, sweat glands in the groin, armpits and feet become more active, producing more sweat. While fresh sweat doesn't smell if left to build up on skin or clothing, bacteria on the skin act on it</p>	<p>Resource Personnel /Video Presentation/ ICT</p> <p>Interview/ Case Scenarios/ Portfolios</p>	<p>Students will watch the video Puberty: The Hormones Involved   Biology for All and make notes (see link)  <a href="https://www.youtube.com/watch?v=X1m4Dyr1N18">https://www.youtube.com/watch?v=X1m4Dyr1N18</a></p> <p>The school Nurse, Physical Education Teacher or health care professional will present to students on Personal Hygiene During Puberty while facilitating a question and answer segment. In groups, they will use ICT tools to present their understanding of the link between personal hygiene and puberty.</p> <p>Students will conduct interviews with family members and peers to ascertain their observations on how puberty has impacted their (the student) growth and development.</p> <p>Sample Interview Questions:</p> <ol style="list-style-type: none"> <li>Have you noticed any change in my mood/behaviour?</li> <li>When have these changes been evident?</li> </ol> <p>Students will develop individual case scenarios using real-life experiences to highlight one of the four major emotional changes during puberty (see content). They will note the impact the change had on the self, the situation, and the people involved. They will also reflect on what they could have done differently and why. Students will add the results of the interview and their case scenarios to their portfolios.</p> <p>Students will discuss the following reflective questions:</p> <ol style="list-style-type: none"> <li>How can I manage changes during puberty?</li> <li>Am I comfortable with the changes I am</li> </ol>	<p>Presentations utilizing ICT to reflect proficient use of critical thinking skill in linking hormonal changes during puberty to personal hygiene</p> <p>Students accurately document the responses given by interviewees. Case scenarios capture the value/virtue of understanding and aspects of self-awareness skill (identify emotions they feel in different situations and identify ways they can improve behaviour for the future)</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>to cause the characteristic body odour smell. Remember, during puberty, good hygiene habits are important!</p> <p><b>Emotional Changes in Adolescence</b></p> <ul style="list-style-type: none"> <li><b>Moods and feelings:</b> A teen might show strong feelings and intense emotions, and his/her moods might seem unpredictable. These emotional ups and downs can lead to increased conflict. They happen partly because the teen’s brain is still learning how to control and express emotions in a grown-up way.</li> <li><b>Sensitivity to others:</b> As the teen gets older, he/she will get better at reading and understanding other people’s emotions. But until then developing these skills, he/she can sometimes misread facial expressions or body language.</li> <li><b>Self-consciousness:</b> Teenage self-esteem is often affected by appearance – or by how teenagers think they look. As a teen develops, he/she might feel self-conscious about physical appearance. She/he might also compare his/her body with those of friends and peers.</li> <li><b>Decision-making:</b> Teens may go through a stage where they seem to act without thinking a lot of the time. Decision-making skills are still developing, and they are still learning that actions have consequences and even risks sometimes.</li> </ul>	<p>Discussion/ Questioning</p> <p>Creative Arts</p>	<p>experiencing?</p> <p>Teacher will explore with students the steps in the life skill of Coping with Emotions and help them to identify behaviours for each step.</p> <p>Teacher will write ‘CHANGES IN HOW PEOPLE MAY TREAT/HAVE TREATED ME’ on the board. Then, divide the board in two and under the title write BOYS on one side and GIRLS on the other. Ask these questions:</p> <ul style="list-style-type: none"> <li>Are you treated differently/the same? If so how?</li> <li>Do I treat people differently?</li> <li>How has my behaviour changed during puberty?</li> </ul> <p>Students in their groups will place answers under the appropriate heading and discuss similarities and differences. They will determine if the way they are treated during puberty by peers, family members and the community has the potential to impact their relationships and how. They may include personal experiences.</p> <p>Students will create an art piece titled “My Developing Body”. They should trace their growth and development to date including feelings and experiences (include photos, mementoes, and childhood anecdotes/stories). Using the steps in coping with emotions they will identify five (5), things they can do to make puberty a positive experience.</p>	<p>Students’ responses reflect their ability to use the skill of self- awareness to identify who and what influences negative/positive feelings about self and how self-impacts others along with appropriate value/virtue e.g. compassion or respect</p> <p>Creative art pieces reflect proficiency in the use of coping with emotions skill along with value/virtue determination or self-confidence in coping with changes during puberty</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Adolescents may be emotional, preoccupied with physical appearance and show an increased interest and curiosity in sex and sexuality during puberty. The brain's ability to access long-term consequences of actions is not fully developed until age 24 and as a result, adolescents need to learn coping mechanisms. Learning the steps in decision making, coping with stress and emotions and problem solving can make all the difference to a teen.</p>			

**GRADE 7****Theme: Sexuality and Sexual Health**

Module 1: Differentiating Between Sex and Sexuality

Unit 2: My Sexuality

Learning Goals: By the end of this unit, students should be able to:

1. Understand the various components of human sexuality
2. Appreciate that a positive approach to sexuality is important to their personal development
3. Apply life skills to assess ways in which behaviour can be interpreted as being “sexual”

**Core Values:** **Spiritual Insights & Safeguards – 1. Vision of self and others 2. Sense of the sacred**  
**3. Purpose of life and life-forms 4. Stewards of the environment**

**Topic: 2 Sexuality Is Not Just About Sex****Life Skills:** Social: Assertiveness, Communication

Cognitive: Creative Thinking

Coping: Self-awareness, Coping with Emotions

**Values/Virtues: Openness, Self-confidence, Respect**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>• Analyse the term “sexuality”.</li> <li>• Explain the components of sexuality and the potential impact on behaviour.</li> <li>• Justify why an understanding of human sexuality is important to their personal development</li> <li>• Express how behaviours may be interpreted as sexual</li> </ul>	<p>The term sex is defined as biological characteristics which define humans as female or male. The sex organ is foremost of the characteristics (boys and men have a penis, while girls and women have a vagina). On rare occasions, some people are born with both sex organs. These persons are referred to clinically as intersex</p> <p>“Sex” is also often used to refer to sexual intercourse between a man and a woman.</p> <p>Sexuality is the total expression of one’s self as male or female which can include values, mental attitudes, physical appearance, beliefs, emotions, likes, dislikes, spiritual selves and how we are socialized. It involves an individual’s entire self-concept. It begins at birth and lasts a lifetime.</p>	<p>Brainstorming/ Group Discussion</p> <p>Brainstorming/ Discussion/ ICT</p>	<p>In small groups, students will brainstorm their understanding of the term sexuality. They will group similar and related ideas. Later the group will work together to research the official definition of sexuality. Students will compare and contrast their opinions with the official definitions, discuss the differences and document their portfolios with the definition.</p> <p>Students will be divided into three groups representing three components of sexuality (See HFLE Curriculum: Resources, Page 129-131). Students will discuss the elements of each component listed in the table (for grade 7) and will analyse how each impacts behaviour, examine their triggers, understand the consequences of responses and determine appropriate responses. Using ICT tools, they will present their understanding of each to the class with scenarios showing how to cope with various emotions. Teacher should facilitate discussion and clarify where necessary.</p>	<p>Students’ responses reflect a clear and accurate understanding of the term sexuality</p> <p>ICT presentations reflect an accurate explanation of the components of sexuality and the potential impact on behaviour</p>





Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Sexual is defined as relating to the instincts, physiological processes, and activities connected with physical attraction or intimate physical contact between individuals. The following behaviours may be considered inappropriate:</p> <ul style="list-style-type: none"> <li>• Sharing sexual images or videos</li> <li>• Sending suggestive letters, notes, or e-mails</li> <li>• Telling lewd jokes, or sharing sexual anecdotes</li> <li>• Making sexual gestures</li> <li>• Making sexual comments about appearance, clothing, or body parts</li> <li>• Touching, including pinching, patting or rubbing.</li> </ul> <p>Given the right tools, young people have the potential to take responsibility for their sexual and reproductive health. Parental involvement and culturally competent programs that provide complete and accurate information can go a long way toward helping youth make good decisions, refuse inappropriate behaviours and cope with emotions to lead successful and healthy lives.</p>	Role Play	<p><b>students</b>, they will note behaviours they observed that were inappropriate. Students will present the findings of their checklist to the group.</p> <p>Students will select one of the life skills and will create a role play to show how students can refrain from creating or coping in situations that may be uncomfortable. Students may advocate for the findings from the checklist to be presented to the school and role plays performed with key messages leaving students to reflect on the following:</p> <ul style="list-style-type: none"> <li>• Can any of my behaviours be interpreted as sexual?</li> <li>• Why is it important for me to monitor my behaviour?</li> <li>• How do I feel about my behaviours?</li> <li>• What behaviours will I change?</li> </ul>	Role plays depict effective use of refusal, assertiveness, negotiation or coping with emotions skill, along with appropriate value/ virtue e.g. self-confidence or respect

**GRADE 7****Theme: Sexuality and Sexual Health**

Module 1: Differentiating Between Sex and Sexuality

Unit 3: Exploring Gender Issues

Learning Goals: By the end of this unit, students should be able to:

1. Understand the concept of gender roles and gender stereotyping
2. Appreciate that gender stereotyping can have a negative impact on males and females
3. Apply social skills to reduce the impact of gender stereotyping

**Core Values:** **Spiritual Insights & Safeguards – 1. Vision of self and others 2. Sense of the sacred 3. Purpose of life and life-forms 4. Stewards of the environment**

**Topic: 3** **Changing Gender Roles**

**Life Skills:** Social: Communication, Advocacy, Assertiveness

Cognitive: Critical Thinking, Decision Making

Coping: Self-awareness

**Values/Virtues:** **Support, Tolerance, Appreciation**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>• Examine gender roles among cultures</li> <li>• Evaluate ways in which traditional gender roles have been changing in Jamaica</li> <li>• Show support to persons who assume non-traditional gender roles</li> <li>• Demonstrate self-awareness skill to improve their attitude</li> </ul>	<p>Gender is sometimes confused with sex. Sex is defined as the biological characteristics which define us as male or female.</p> <p>Gender, on the other, hand refers to expected and established cultural norms of male and female behaviour (how males and females should act, think and feel).</p> <p>Gender roles are the social roles assigned to males and females by the society or family in which they live. Such roles include: how they should behave and what jobs they should have.</p>	<p>Video Presentation/ Discussion/ Research</p>	<p>Students will watch an age-appropriate video; for example, <b>Changing Gender Roles</b> <a href="https://www.youtube.com/watch?v=25zVLnpglfE">https://www.youtube.com/watch?v=25zVLnpglfE</a> and examine the roles given to males and females. They will research traditional and non-traditional roles carried out by males and females in a country of their choice and if possible identify when things changed or state if they have remained the same. See p. 134 for guiding questions on gender.</p>	<p>Research findings are accurate and clearly depict the gender roles within the selected country</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>towards persons who assume non-traditional gender roles</p>	<p>Gender roles may also be influenced by biology and social and cultural expectations.</p> <p>One stereotype is that boys wear blue while girls wear pink.</p> <p><b>Males:</b> are expected to be breadwinners, leaders, protectors, initiators and aggressors in relationships.</p> <p><b>Females:</b> are expected to be caring, nurturing, subservient, empathetic, and emotional; hence women play a greater role in childcare, elder care and household chores.</p> <p>Such stereotypes influence how we feel about males and females.</p> <p>Many of the gender stereotypes known today were not always present in the past; they are relatively new trends in human society. This is because social expectations of each gender change over time, and often develop differently in cultures around the world.</p> <p>It is important to note how gender roles create inequalities in how men and women are treated. It can also affect their vulnerability and lead to Gender-Based Violence (GBV).</p>	<p>ICT/ Presentation</p> <p>Discussion/ Scenarios/ Presentations</p>	<p>In groups, students will create a vox pop on the changing gender roles in Jamaica and their implications on society. To be included are interviews with community and family members, as well as peers to capture changes in gender roles in Jamaica through various generations.</p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• How have gender roles changed throughout the years?</li> <li>• How do you feel about the changes?</li> <li>• Which gender do you think is most impacted by changing gender roles and why?</li> <li>• How have gender roles contributed to gender-stereotyping in Jamaica?</li> </ul> <p>Students will present their findings and conclusions.</p> <p>Students will participate in discussions on the following reflective questions:</p> <ul style="list-style-type: none"> <li>• How am I influenced by changing gender roles?</li> <li>• Do I believe males and females should retain traditional gender roles?</li> <li>• Do changing gender roles contribute to gender-based violence? How?</li> </ul> <p>In groups, students will work together to develop and present a scenario depicting how changing gender roles have positively impacted males/females in achieving success. They will discuss each presentation and, in their groups, create a poster to increase awareness of the positive impact of changing</p>	<p>Presentations reflect critical thinking skill allowing students to make logical conclusions about how traditional gender roles may have changed</p> <p>Students' responses in discussions and presentations reflect/depict openness and respect towards changing gender roles</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Gender-Based Violence (GBV) describes any violence in gender-based power inequalities and gender-based discrimination. It is an umbrella definition for any harmful act that is perpetrated against a person's will that is based on socially ascribed differences (i.e. gender) between males and females (Inter-Agency Standing Committee, 2015, p5). The laws which address gender-based violence in Jamaica are:</p> <ul style="list-style-type: none"> <li>• Domestic Violence Act 1995 which has been amended by the Domestic Violence (Amendment) Act 2004</li> <li>• Sexual Offences Act 2009</li> <li>• Child Pornography (Prevention) Act 2009</li> <li>• Offences against the Person Act and</li> <li>• The common law</li> </ul> <p>See steps in self-awareness and assertiveness skill on p. XIV of the curriculum guide that will assist students in creating profiles of individuals who are resilient and not afraid of the challenges of assuming non-traditional gender roles.</p>	Creative Expression	<p>gender roles and the importance of being open to change.</p> <p>Students will identify an individual who has assumed a non-traditional gender role in his/ her home or professional life. They will create a profile of the individual, highlighting their achievements, positive qualities, strengths/ weaknesses/likes/dislikes, who and what influences his/her behaviour and assertively present it to the class. Profiles will be displayed in the HFLE Corner.</p> <p>Students will review the work done by peers. Using creative expression, they will share the greatest lesson they have learned from the exercise and how it has impacted their worldview on traditional/non- traditional gender role and their ambitions.</p>	Creative expression pieces reflect appropriate value/ virtue eg. support and self-awareness of students in their ability to identify their beliefs, feelings and attitudes about an individual assuming a non-traditional gender role

## **THEME: SEXUALITY AND SEXUAL HEALTH**

### **MODULE 2: SOCIOCULTURAL INFLUENCES ON SEXUAL BEHAVIOUR**

Analyse the influence of socio-cultural and economic factors, as well as personal beliefs, on the expression of sexuality and sexual choices.

#### **About the Module**

Young people daily display their attitudes and values regarding their sexuality. Family, religion, culture, technology – including media – and peers, influence these behaviours. Students will acquire knowledge and skills that will assist them in understanding their own sexuality and making decisions about their sexual engagement, which will allow them to realize their potential as responsible and caring human beings.

#### **Key Skills**

- Coping Skills (healthy self-management, self-awareness)
- Social Skills (communication, interpersonal relations, assertiveness, refusal, negotiation)
- Cognitive Skills (critical thinking, creative thinking, problem solving, decision making, critical viewing)

#### **GUIDANCE FOR THE TEACHER**

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

#### **LINKS TO OTHER SUBJECTS: RELIGIOUS EDUCATION**

**GRADE 7**

**Theme: Sexuality and Sexual Health**

Module 2:

Sociocultural Influences on Sexual Behaviour

Unit 1:

Factors That Influence the Expression of Human Sexuality

Learning Goals:

By the end of this unit, students should be able to:

1. Analyse the key factors influencing sexual choices
2. Reflect upon their feelings, motivations, experiences about sexual expressions and sexual decision making
3. Apply life skills to communicating sexual issues with parents and peers

**Core Values:**

**Spiritual Insights & Safeguards – 1. Vision of self and others 2. Sense of the sacred 3. Purpose of life and life-forms 4. Stewards of the environment**

**Topic: 1**

**What Influences My Sexuality?**

**Life Skills:**

Social: Assertiveness, Communication

Cognitive: Decision Making

Coping: Self-awareness

**Values/Virtues:**

**Openness, Integrity, Respect, Honesty**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>• Explain factors influencing the expression of human sexuality</li> <li>• Critically examine the impact of various influences on their own expression of sexuality</li> <li>• Choose healthy expressions of sexuality, that show self-respect</li> </ul>	<p>An adolescent’s ability to make safe and informed decisions regarding sexual behaviours depends on the family, religion, community, culture, society and economic status in which he/she lives. Socio-cultural norms related to sexuality can promote or undermine everyone’s feelings of self-worth, dignity, health and sense of belonging and well-being.</p> <p>Social expectations, including policies and laws, also affect what we learn and think about our own sexuality and that of others. How we view different aspects of sexuality such as intimacy, sensuality and sexual health and reproduction are influenced by one’s sociocultural practices including religion.</p>	<p>Creative Expression Game/ Discussion</p>	<p>Students will recall the definition of sexuality and its components and will discuss the question, “What are the key factors that have shaped my beliefs on sexuality?” They will then be placed in groups of four. Three of the students are given one of the following roles: “Family” “Peer Group”, “Church” or “Media” and are asked to think about what each group would say to influence the student’s sexuality.</p> <p>The three students will then stand in a circle around the other student and on the word ‘go’ should try to persuade/influence him/her. All individuals will speak at once and the student in the centre should listen but remain silent.</p> <p>After a brief period, the student should say which group had the most convincing argument and why.</p> <p>Students will compare this exercise to real life and discuss how to make the right decision despite pressure to make negative choices.</p>	<p>Students’ responses reflect a clear and accurate understanding of factors that influence how persons express sexuality.</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> <li>Demonstrate appropriate social or cognitive skills when communicating issues around sexuality with parents/guardians</li> </ul>	<p>As students are presented with messages from a wide range of sources, it is important to help them identify and decipher these messages, determine which messages are appropriate, and cope with and resist the influence of negative messages.</p> <p>Low socioeconomic status can present financial difficulties for adolescents and their families, resulting in some adolescents becoming involved in early sexual activity for financial and material gain.</p> <p>Driven by the need for a better life, some men/women and girls/boys use sex as a commodity in exchange for goods, services, accommodation, gifts, food and other necessities. Emotional support has also been a driving factor for some adolescents. This kind of behaviour is referred to as 'transactional sex'. Transactional sex involves relationships between persons, often with multiple and older partners.</p> <p>Effective communication means that one can talk about oneself and one's feelings about sexuality. This requires an individual to be conscious of his/her feelings and thoughts, and then to share thoughts and feelings with someone else. Talking honestly and openly about sexual issues can be hard as many people feel shy or embarrassed to talk.</p>	<p>Personal Action/Portfolio</p> <p>Portfolio</p> <p>Simulation</p>	<p>Students will examine the factors that influence the expression of their sexuality (social, cultural, economic, personal, religious, and media) undertaking a pros and cons analysis and how these factors impact their behaviour. They will develop a personal profile to promote healthy expressions of their sexuality, including basic family history; they may talk with family members to get a sense of the traditions and beliefs influencing their value systems.</p> <p>In their portfolios, they will complete their profiles by responding to the following questions.</p> <ul style="list-style-type: none"> <li>How can I resist negative influences on my sexuality?</li> <li>How can I talk to parents/guardians about my sexuality?</li> </ul> <p>In their portfolios, students will create a healthy sexuality and sexual health life plan highlighting their possible actions for the future. This could include dating, courtship, relationships, children and marriage. They will identify strategies that will help them to maintain a healthy plan and overcome any negative influences on their sexuality and decide on times to implement and resources needed (including human resources).</p> <p>In groups, students will pick an issue related to their sexuality that they would like to discuss with their parents, peers, or guidance counsellor/ teacher. Each student should simulate parenting activities/scenarios communicating about the issue they have chosen utilizing the aspects of Communication Skill (see Life Skill instruction steps in curriculum guide p. XV)</p>	<p>Portfolios reflect mastery in self-awareness skill and appropriate value/virtue e.g. respect or integrity.</p> <p>Plan reflects effective use of decision making or healthy self-management skill and appropriate value/virtue eg. honesty or decency, to choose suitable and age-appropriate strategies that support a healthy sexuality</p> <p>Simulations reflect proficiency in use of communication or assertiveness skill, along with appropriate value/virtue e.g. honesty, openness or respect, to discuss sexuality issues</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>When young people feel unconnected to home, family, and school, they may become involved in activities that put their health at risk.</p> <p>Adolescents who have repeated communication about sex, sexuality, and development with their parents, are more likely to have an open and closer relationship with them, in addition to being more likely to talk with their parents in the future about issues related to sex and sexuality.</p> <p>Parents should encourage adolescents to:</p> <ul style="list-style-type: none"> <li>• Create healthy boundaries even if it is hard</li> <li>• Seek parental consent</li> <li>• Share their values around sexuality</li> <li>• Get support when needed from reputable sources</li> <li>• Maintain high self-esteem and self-worth</li> </ul> <p>Parents should intentionally equip children with friendly homes where they model and teach life skills that integrate the body and mind. If parent-child conversations balance messages about responsibility, healthy decision making, and values with messages about the positive aspects of developing relationships, then they can continue to have close and caring relationships with their teens -- relationships that will support young people's healthy sexual development</p>		<ul style="list-style-type: none"> <li>• Being an effective listener</li> <li>• Being an effective speaker</li> </ul>	



**GRADE 7**

**Theme: Sexuality and Sexual Health**

**Topic 2:**

**The Media Speaks About Sexuality**

**Life Skills:**

Social: Communication, Assertiveness  
 Cognitive: Critical Thinking  
 Coping: Self-Awareness

**Values/Virtues:**

**Integrity, Respect, Decency, Wisdom, Responsibility**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>Examine ways in which sexuality is expressed or represented in the media</li> <li>Critically evaluate messages about sexuality in various genres of music</li> <li>Reflect on how they express their sexuality through social media</li> <li>Demonstrate social skills to reject negative messages in the media about sexuality</li> </ul>	<p>Although sexual content in the media can affect any age group, adolescents may be particularly vulnerable. Adolescents may be exposed to sexual content in the media during a developmental period when gender roles, sexual attitudes, and sexual behaviours are being shaped. It is important to note that media ascribe or reinforce gender biases. Subliminal messages that perpetuate gender bias may also be found in books, social media, television and other electronic media. Sexual imagery is also prevalent in music videos and is a regular feature of motion pictures.</p> <p>Music plays an important role in the socialization of children and adolescents. Popular music is present almost everywhere, and it is easily available through the radio, various recordings, the Internet, and new technologies allowing adolescents to hear it in diverse settings and situations, alone or shared with friends. Parents often are unaware of the lyrics to which their children are listening because of the increasing use of downloaded music and headphones. Studies have shown that there is a correlation between the hard-core dancehall genre and the sexual and violent behaviour of adolescents</p>	<p>Discussion/ Presentation</p> <p>Group Work/ICT/ Journaling</p>	<p>Students will choose partners to evaluate and present how expressions of sexuality are portrayed in the media concerning how males and females think, dress, act and feel. They should explore content from radio, television and newspaper advertisements, social media sites, music videos and news reports regarding sexual content circulating via cellular technology or local/international. The presentation should evaluate messages conveyed in movements, the costumes, and address the messages that are communicated about sexuality.</p> <p>Students in groups will analyse a given lyrical content of current dancehall, rap, reggae, R&amp;B, soul, or pop songs. They will discuss the impact/potential impact of the lyrics on their own sexual health. Using ICT students will share their conclusions about how music influences their thoughts feelings or behaviours. <b>NOTE TO TEACHER:</b> Ensure that the lyrical content is age appropriate and free from expletives)</p> <p>They will answer the following question in their journals; Do I take the messages from music literally? Explain. Would I be willing to listen to my favourite songs with my parents? Is there a need for me to evaluate the type of music I listen to, where I listen to it and when?</p>	<p>Presentations indicate a clear and accurate understanding of how sexuality is expressed in the media.</p> <p>Students' responses reflect critical thinking such as evaluation of information collected and use of logic to draw conclusions about sexuality messages in music</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p><a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3354427/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3354427/</a>.</p> <p>It is often argued that sexual content in the media influences how people behave sexually and that media messages promote early sex, sex with multiple partners and sex without protection or affection. The media is also often said to place pressure on women and men to be sexually attractive and active. Sexually explicit material or pornography has become widely accessible, especially on the Internet.</p> <p>When discussing electronic and print media include:</p> <ul style="list-style-type: none"> <li>• Broadcasting – television and radio</li> <li>• Podcasts</li> <li>• Film – for entertainment and documentaries; also consider the role of theatre productions (e.g. roots plays)</li> <li>• Internet – including blogs and podcasts</li> <li>• Publishing – books, magazines and newspapers</li> <li>• Cellular/Smartphone Technology – WhatsApp, Texting/Sexting,</li> <li>• Social Media – Facebook, Instagram, Twitter, Snapchat</li> <li>• Computer games e.g. those for the Play Station, Xbox and Wii</li> </ul> <p>The media, however also has the potential to educate people in developing more appropriate sexual behaviours and improving sexual health.</p>	<p>Resource Personnel/ Graphic Organizers/ Personal Action</p> <p>Creative Expression</p>	<p>Students will reflect on how they express their sexuality on social media (slangs, thoughts, feelings, interests). Each group presents input from members using graphic organizers. Students will make presentations before an audience comprised of parents, law enforcement officers, social media advocates, and peers and analyse the feedback given on the pros and cons of their social media representation. They will write a commitment pledging to engage in actions that will reduce behaviours that may put them at risk or make them vulnerable to predators.</p> <p>In groups, students advocate for the media to promote positive messages about sexuality. Students can:</p> <ul style="list-style-type: none"> <li>• Write a letter to the Broadcasting Commission advocating for a stronger position or censorship of sexually explicit/violent music.</li> <li>• Design a campaign slogan advocating for positive messages</li> <li>• Prepare a presentation for a Town Hall Meeting/Forum</li> <li>• Participate in a panel discussion</li> <li>• Prepare a presentation to the National Parent-Teacher Association on the role of parents in relation to the media and adolescent sexuality.</li> <li>• Select a favourite musical item; re-write lyrics minimizing sexual content and perform finished pieces.</li> </ul>	<p>Graphic organizers and personal action plans clearly illustrate steps in self-awareness (identify behaviours that improve/worsen performance) along with appropriate value/virtue e.g. commitment or integrity.</p> <p>Presentations/ creative pieces reflect relevant and factual information, effective use of advocacy skill and promotes appropriate value/virtue e.g. decency or respect</p>

**GRADE 7**

**Theme: Sexuality and Sexual Health**

**Topic 3:**

**Dangers of Sexual Grooming**

**Life Skills:**

Social: Refusal, Communication, Advocacy, Assertiveness  
 Cognitive: Critical Thinking, Problem solving  
 Coping: Self-awareness

**Values/Virtues:**

**Wisdom, Self-restraint, Reason, Honesty, Respect**

Objectives	Points to Notes/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>• Analyse the dangers of social media</li> <li>• Propose strategies to protect themselves from the dangers of social media</li> <li>• Assess their vulnerability to various dangers associated with the use of social media</li> <li>• Demonstrate self-awareness to avoid harmful social media content and sexting</li> <li>• Advocate for peers to practise social media responsibility to ensure their safety and the safety of others</li> </ul>	<p>With the vast improvements in technology and the upsurge in the use of social media, young people are being socialized to take pictures and record videos to gain instant attention through cyberspace. Adolescents cherish the number of likes or shares that are generated by the pictures and videos posted.</p> <p>Any website or smartphone application that allows social interaction is considered a social media tool such as Facebook, Instagram, Snapchat, Twitter, WhatsApp and YouTube. Getting instant connections with people all around the world has its advantages, including the opportunity to create and maintain friendships. However, social media also has many harmful disadvantages.</p> <p>Potential Dangers of Social Media:</p> <ul style="list-style-type: none"> <li>• “Stranger Danger”: Children may find it hard to judge strangers they meet in person, and it’s even harder to tell friends from foes online. Stress to your students that they should not interact with strangers on social media; explain that many people on social media are not who they say they are.</li> </ul>	<p>Video Presentation/ Journaling</p>          <p>Video Presentation/ Discussion/ Simulation/ ICT</p>	<p>Students will watch the video, Dangers of Social Media for Teens <a href="https://www.youtube.com/watch?v=sop5MN7Ilfw">https://www.youtube.com/watch?v=sop5MN7Ilfw</a> then answer the following questions in their journal:</p> <ol style="list-style-type: none"> <li>1. What are some of the things I post on social media?</li> <li>2. Why do I post or share things on social media?</li> <li>3. How do I feel when my pictures or posts do not receive the number of likes I want?</li> <li>4. How can I be mindful of the things I post or share?</li> <li>5. How will what I share affect my future?</li> </ol> <p>Students will watch video presentations that outline possible vulnerabilities on social media. YouTube links for the video presentations are below:</p> <ol style="list-style-type: none"> <li>1. Dangers of Social Media (girl edition) <a href="https://youtu.be/6jMhMVEjEQg">https://youtu.be/6jMhMVEjEQg</a></li> <li>2. Dangers of Social Media (boy edition) <a href="https://youtu.be/c4sHoDW8QU4">https://youtu.be/c4sHoDW8QU4</a></li> </ol> <p>In groups, students will discuss the highlighted dangers of social media that were depicted in the video presentations</p> <p>They will be divided into groups to propose strategies they can employ to protect</p>	<p>Students’ responses reflect a clear and accurate understanding of the dangers of social media.</p>          <p>Students’ responses reflect suitable and age-appropriate strategies and appropriate value/virtue e.g wisdom or self-restraint, to protect self</p>



Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Adolescents report that social media has both positive and negative impacts on their lives. Positive examples include teens feeling better about themselves, increased empathy for others, and increased self-confidence. However, negative outcomes include relational issues with parents, anxiety from posted content, friendships ending, sexual grooming and face-to-face arguments.</p> <p>“Grooming” is the way sexual predators get from bad intentions to sexual exploitation. Online sexual grooming is the process paedophiles use to get children they target online to meet with them offline. In many circumstances, grooming online is faster and more anonymous and results in children trusting an online ‘friend’ more quickly than someone they had just met face to face. Sometimes grooming involves flattery, sometimes sympathy, and other times offers of gifts, money, or modelling jobs. It can also involve all the above over extended periods.</p> <p>Sexting is a form of sexual grooming. It refers to sending a text message with pictures of children or teens that are inappropriate, naked or engaged in sex acts. Students need to be made aware of the dangers of sexting before there is a problem and should be warned about it as soon as a child is old enough to have a smartphone.</p>			

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Students should:</p> <ul style="list-style-type: none"> <li>• Think of the consequences of texting or forwarding a sexy image of someone underage, even if it's a picture of you</li> <li>• Don't take pictures of yourself that you wouldn't want everyone to see</li> <li>• Before you hit send, remember you cannot control where the image might travel</li> <li>• If you forward a sexual picture of someone underage, you are just as guilty as the original sender</li> <li>• Report any nudes or suggestive images you may receive to an adult you trust so they can make a report to local law enforcement. Call 888-PROTECT (776-8328)</li> </ul> <p>Use the link below for additional information on how social media affect teens.</p> <p>How Social Media is Affecting Teens  <a href="https://youtu.be/7QWoP6jJG3k">https://youtu.be/7QWoP6jJG3k</a></p> <p>Additional resources are available at the Office of the Children's Advocate under their campaign, "Be Social, Be Smart"</p> <p><b>Note to Teacher: This information should be presented to students in an age-appropriate manner.</b></p>			

## **THEME: SEXUALITY AND SEXUAL HEALTH**

### **MODULE 3: MANAGING REPRODUCTIVE HEALTH**

Develop action competence and build capacity to recognize the basic criteria and conditions for optimal reproductive health and reduce vulnerability to acquired problems such as the spread of HIV and AIDS, cervical cancer, STIs and teenage pregnancy.

#### **About the Module**

Many young people through their lifestyle and social interaction expose themselves to risks that compromise their sexual and reproductive health. Students should demonstrate knowledge of the transmission of HIV and AIDS and other STIs and the psychosocial and emotional issues related to AIDS. They must demonstrate behaviour which will render them less vulnerable to threats to reproductive health, by critically analysing options such as abstinence, a drug-free lifestyle, use of contraception and assertive behaviour.

#### **Key Skills**

- Coping Skills (healthy self-management)
- Social Skills (communication, interpersonal relations, assertiveness, refusal, negotiation)
- Cognitive Skills (critical thinking, creative thinking, problem solving, decision making)

#### **GUIDANCE FOR THE TEACHER**

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
4. Assessment plans should reflect formative and summative assessments in every lesson.
5. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
6. Use reflective questions throughout the lesson to facilitate values and attitude development.
7. Adopt STEAM integration approach to encourage application of life skills.
8. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
9. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
10. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

#### **LINKS TO OTHER SUBJECTS: RELIGIOUS EDUCATION, INTEGRATED SCIENCE**

**GRADE 7 Theme: Sexuality and Sexual Health**

Module 3: Managing Reproductive Health

Unit 1: Reproductive Health

Learning Goals: By the end of this unit, students should be able to:

1. Understand the risks associated with sexual involvement.
2. Recognize the potential challenges which face adolescent parents and their families in raising a child
3. Apply appropriate social, cognitive or coping skills to deal with risk factors related to reproductive health

**Core Values: Spiritual Insights & Safeguards – 1. Vision of self and others 2. Sense of the sacred 3. Purpose of life and life-forms 4. Stewards of the environment**

**Topic: 1 STIs are Real**

**Life Skills:** Social: Communication, Advocacy, Refusal, Assertiveness

Cognitive: Critical Thinking

Coping: Self-awareness

**Values/Virtues: Self-restraint, Reason, Wisdom, Compassion, Responsibility, Self-Confidence**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>• Investigate the risks associated with STIs</li> <li>• Analyse the risks associated with acquiring Human Papilloma Virus</li> <li>• Justify the critical role STI education plays in adolescent sexual and reproductive health.</li> <li>• Demonstrate social or cognitive skills to promote the prevention of STIs among adolescents</li> </ul>	<p>Note to Teacher: While going through this lesson emphasis should be placed on abstinence in preventing STIs.</p> <p>Sexually Transmitted Infections (STIs) are infections that are passed from one person to the other through sexual contact.</p> <p><b>Common STIs include:</b></p> <ul style="list-style-type: none"> <li>• Human Immune-deficiency Virus (HIV)</li> <li>• Syphilis</li> <li>• Genital Herpes</li> <li>• ChlamydiaGenital Warts (Human Papilloma Virus (HPV)</li> <li>• Gonorrhoea</li> <li>• Hepatitis B (HBV)</li> <li>• Trichomoniasis</li> </ul>	<p>Discussion/ Presentation</p>	<p>Students will participate in an activity titled: Name that STI. In their groups, they will receive a picture of an STI– e.g. Herpes, Gonorrhoea, Genital Warts, HPV, Syphilis, Trichomoniasis, Chlamydia, HIV– and an STI pamphlet to assist them in identifying the STI and answering the following questions:</p> <ol style="list-style-type: none"> <li>1. Virus or bacteria?</li> <li>2. How is it transmitted?</li> <li>3. What are the symptoms for males and females?</li> <li>4. Can it be cured or treated</li> <li>5. Is it preventable and if so, how?</li> </ol>	<p>Presentations reflect accurate and clear information regarding risks associated with STIs.</p>



Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>STIs are usually caused either by bacteria or a virus. Bacterial STIs like gonorrhoea can be cured with antibiotics. There are no cures for STIs like Herpes, Genital Warts (HPV) and HIV caused by viruses. The medicines treat the symptoms but do not cure the infection. These symptoms might indicate the presence of an STI:</p> <ul style="list-style-type: none"> <li>• Skin changes including sores on or around the genitals</li> <li>• Frequent urination</li> <li>• Burning or pain during urination</li> <li>• Genital itching or burning</li> <li>• Abnormal discharge from sex organs</li> <li>• Unusual odour from genitals</li> <li>• Prolonged swollen glands</li> </ul> <p>HPV is short for human papillomavirus. HPV is a group of more than 150 related viruses. Each HPV virus in this large group is given a number which is called its HPV type. HPV is named for warts (papillomas). Some HPV types can cause. Other types can lead to cancer. Men and women can get cancer of the mouth/ throat, and anus/rectum caused by HPV infections. See p. 133-13</p> <p><b>How to avoid the HPV virus?</b></p> <p>As always, the best way to make sure you don't get an STD like HPV is to avoid any sexual contact with another person — that includes vaginal, oral and anal penetration, and any other genital contact. Immunization with the HPV vaccine before first sexual contact -- because they have not been exposed to HPV can also provide protection. The vaccine can prevent almost 100% of diseases caused by the four types of HPV targeted by the vaccine.</p>	<p>Visual Arts/ Discussion</p> <p>Research/ Fishbowl/ Debate (This format is used when students have prior knowledge about the topic.)</p>	<p>Students in groups will choose a different STI on which to work. Paper and markers will be distributed along with the appropriate pamphlet or fact sheet with the STIs to be explored.</p> <p>Students will create posters, writing all the information legibly and attractively and will display their posters when completed. Each group will briefly share their posters and their answers to the questions about HPV transmission, symptoms, treatment, prevention, vaccine and responsibility. After all groups have presented, teachers will address any misconceptions.</p> <p>Students will work in groups to research the advantages and disadvantages of learning about STIs in relation to adolescent sexual and reproductive health.</p> <p>Once research is completed they will participate in a Fishbowl Debate to justify the role of STI education in adolescent sexual and reproductive health. A handful of students will be randomly selected to sit in front of the classroom in a half-circle facing the students.</p> <p>Questions or statements will be posed e.g. ("STI education should be banned.", "All students should be exposed to STI education" or "Why is it logical to learn about STIs from an early age?" to those selected students and ask them to discuss it. Other classmates will ask a question to the panel or take turns taking their spot in the fishbowl, but they will not be allowed to speak otherwise.</p> <p>At the end, students should use the information presented to draw logical conclusions for future action.</p>	<p>Posters reflect accurate information on the risks associated with STIs, including HPV</p> <p>Debate reflects proficiency in critical thinking or effective communication skill and appropriate value/virtue e.g. self-confidence or responsibility</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>HIV – the Human Immuno-deficiency Virus -- affects the body's immune system which protects us from disease. HIV may lead to AIDS (Acquired Immune Deficiency Syndrome) particularly if HIV-infected persons do not adhere to their treatment.</p> <p>Unfortunately, some STIs have become common among teens. Because teens are more at risk of getting some STIs, it's important to learn how to protect themselves. STIs are more than just an embarrassment.</p> <p>If untreated, some STIs can cause permanent damage, such as infertility (the inability to have a baby) and even death (in the case of HIV/AIDS).</p> <p>Sometimes it's difficult to see children as anything but that: a child. Yet in many ways, adolescents today are growing up faster than ever. They learn about violence and sex through the media and their peers, but they rarely have all the facts. That's why it's so important for them to know about (STIs). Adolescents are one of the groups most at risk for contracting STIs.</p> <p>When children start having questions about sex, it's a good time to talk about STIs. When they are curious, they're often more open to hearing what their parents have to say. It is therefore very important that students are empowered with the requisite life skills to assist them in practising behaviours that will minimize their risks of contracting STIs.</p>	Project/ Checklist	Students work together to mount a social media public awareness campaign around the life skills Refusal, Assertiveness, Advocacy and Communication regarding STI prevention and treatment among adolescents. They can also prepare charts, posters, brochures and flyers using steps of specific life skills to show how they can minimize personal risks. Students may also develop checklists to monitor their progress as they practise behaviours that will minimize their exposure to STIs, chief among them being abstinence.	Presentations/ Checklist reflect proficient use of steps in advocacy, refusal, communication or assertiveness skill along with appropriate value/virtue e.g. self-restraint, or responsibility.

**GRADE 7****Theme: Sexuality and Sexual Health****Topic 2:****Risky Behaviours: Serious Consequences****Life Skills:**

Social: Refusal, Assertiveness

Cognitive: Decision Making, Critical Thinking, Creative Thinking

Coping: Self-awareness

**Values/Virtues:****Respect, Integrity, Self-Control, Accountability, Determination**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>Evaluate factors that could lead to risky sexual behaviour</li> <li>Critically examine the link between substance use/misuse and risky sexual behaviour</li> <li>Assess personal risks related to sexual behaviour</li> <li>Demonstrate ability to use social or cognitive skills to assess and minimize the risk associated with HIV, cervical cancer and STIs</li> </ul>	<p>A wide range of factors cause problems in adolescents' sexual behaviour, not just sexual abuse. The factors that influence an adolescent's behaviour can come from a variety of experiences. Some adolescents</p> <ul style="list-style-type: none"> <li>Have seen a lot of violence or have been physically abused</li> <li>Have problems following rules and listening to their parents, teachers, or caregivers at home, in school, and in the community</li> <li>Have seen specific sexual acts performed (such as in a movie or music video) and have acted out what they have seen with their friends or siblings</li> <li>Have problems making friends their own age</li> <li>Have not had a regular place to call home</li> <li>Have parents who struggle to provide close supervision because of a variety of factors, such as depression, substance use, the need to hold multiple jobs, or simply nervousness or insecurity about parenting.</li> </ul> <p>No single factor causes the development of problematic sexual behaviour in adolescents.</p>	Scenarios/ Discussion	<p>In small groups, students will analyze situations/scenarios/behaviours (see content) that could result in risky sexual behaviours (probe for alcohol use).</p> <p>Sample Scenario</p> <p>Tommy was 15 years old when he heard a scream coming from his parent's room. He went to investigate and saw his mother crumpled, bruised and in tears. He had known for a long time about the abuse but was too scared to do anything about it; also, his mother had asked him to keep quiet for fear his father would abuse him too. Tommy is frightened that he may be just like his father when he got into a fight and almost hit his girlfriend.</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>Do you think that Tommy needs help?</li> <li>What recommendations would you make to Tommy?</li> </ol>	Discussions highlight students' ability to logically identify and evaluate factors that could lead to risky sexual behaviours

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p><b>Sexual Health and Substance Abuse</b></p> <p>As an adolescent matures, so does their sexuality and sexual urges. It is during this time that many people begin to experiment with their bodies and with other people. But if a person is using drugs or alcohol they may find themselves in situations beyond their control or not to their liking.</p> <p>Substances can make a person more confident, more sexual and reduce their inhibitions. Adolescents under the influence of drugs and alcohol also have increased vulnerability to sexual assaults and rape. If a teenager experiences this act of violence, the long-term consequences for their mental health can be significant.</p> <p>Along with the increased risk of sexual assaults and rapes, adolescents who experiment with drug use and their sexuality can potentially contract sexually transmitted infections. These infections can have a long-lasting effect on a woman's health which can include infertility and changes to menstrual cycles. For men, abusing drugs and alcohol can cause sexual dysfunction.</p> <p>STIs may increase the risk of contracting HIV. In turn, HIV can cause numerous health problems and raise the risk of getting life-threatening diseases and certain forms of cancer.</p> <p>Risk behaviours associated with cervical cancer and increased risks of contracting an STI:</p> <ul style="list-style-type: none"> <li>• Having unprotected sexual intercourse</li> <li>• Early sexual initiation (engaging in sexual intercourse at an early age)</li> <li>• Serial monogamy</li> </ul>	<p>Video Presentation/ Discussion/ Resource Personnel/ Questionnaire</p> <p>Journaling</p>	<p>Students will watch the video and discuss the information presented to create a link between substance use/misuse and risky sexual behaviour.</p> <p>Effects of Substance Abuse and Risky Sexual Activity: <a href="https://www.youtube.com/watch?v=5Gp_jrLHuFM">https://www.youtube.com/watch?v=5Gp_jrLHuFM</a>.</p> <p>Invite a resource person to present statistics and other related information on sexual health and drug use. Students will collate the data and propose logical conclusions from the results. Using the steps in decision making skill, they will ask themselves the question, "Am I prepared to face the consequences associated with substance use/misuse?"</p> <p>In their journals students will respond to a series of questions to assess their personal risks of engaging in sexual behaviour:</p> <ol style="list-style-type: none"> <li>3. Do I practise thinking before I act?</li> <li>4. Do I make decisions based on facts?</li> <li>5. Do I know when I am vulnerable?</li> <li>6. Do I know the impact substance use/misuse may have on me?</li> <li>7. Am I aware enough of my weakness to seek help when necessary?</li> <li>8. What can I do to improve my area(s) of weakness?</li> <li>9. How do I plan to maintain/enhance my areas of strength?</li> </ol>	<p>Students' responses in discussion reflect a clear and accurate understanding of the link between sexual health and substance use and misuse along with appropriate value/virtue e.g. integrity or self-control</p> <p>Journal responses reflect steps in self-awareness (identify strengths and weakness, identify behaviours that improve or worsen performance, identify ways they can improve) skill and appropriate value/virtue e.g. determination or self-control</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<ul style="list-style-type: none"> <li>• Multiple sexual partners</li> <li>• History of STIs/HIV</li> <li>• Absence of immunization against HPV</li> </ul>	<p>Game/ Role Play/ Journaling</p>	<p>If No is a dominant response immediate intervention is needed. If there is even one No student will need to speak with an adult on how to improve behaviour.</p> <p>Myth vs. Fact. Students will listen to statements and indicate whether they are myths or facts by standing under the relevant label placed on opposite sides of the room. Students will explain their choice and have misconceptions clarified where necessary. In groups, students will be given real-life scenarios of adolescents engaging in situations that may compromise their sexual and reproductive health. They will role-play alternative strategies to minimize their risks of becoming infected with an STI or developing cervical/penile cancer thus enhancing their reproductive health.</p> <p>In their journals, they will describe their feelings about what they have learned and propose actions they will take to improve their resilience towards risky sexual behaviours.</p>	<p>Role plays depict proficient use in decision making or negotiation or refusal skill along with appropriate value/virtue accountability or integrity</p> <p>Journal entries reflect self-awareness skill and value/virtue e.g. respect, integrity or self-control</p>

**GRADE 7****Theme: Sexuality and Sexual Health****Topic 3:****I Will Abstain****Life Skills:**

Social: Communication, Refusal  
 Cognitive: Decision Making, Critical Thinking  
 Coping: Self-awareness

**Values/Virtues:****Commitment, Respect, Aspiration, Responsibility**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>Analyse reasons for delaying sexual relationships and parenting.</li> <li>Justify the importance of abstaining from sexual activity to delay parenting.</li> <li>Demonstrate refusal skill to practise abstinence as a healthy sexual choice.</li> </ul>	<p>There are several benefits to delaying sexual relationships and parenting. They include:</p> <ul style="list-style-type: none"> <li>Physical maturity in males and females to better manage childbearing and reduce possible negative impacts on reproductive health (STIs)</li> <li>Economic independence to better deal with the costs attached to child rearing</li> <li>Greater emotional maturity and better support systems</li> <li>More time to enjoy their youth</li> <li>Time to concentrate on your schoolwork</li> <li>Time to learn how to make good and wise decisions</li> <li>The brain and body have time to develop</li> </ul> <p>The age of consent for boys and girls is 16 years of age. A girl or boy under this age cannot legally give consent to sex. It is illegal for adults to have sex with minors.</p> <p>The age of consent also affects an adolescent's ability to access reproductive health services without parental consent.</p>	<p>Brainstorm/ Discussion</p> <p>Creative Arts</p>	<p>Students will brainstorm reasons to delay parenting and sexual relationships which will be noted on the board. In groups discuss ways in which adolescents are pressured into early sexual activity.</p> <p>Students in groups will create a poem, song or video on the importance of youth abstaining from sexual activity to delay parenting (which involves males and females). What are some qualities that I need to maintain to avoid being a teen parent? Students will create commitment cards pledging to abstain, for example, "Smart Girls/Boys Wait"; "Nuh Guh Deh" from the Nuh Guh Deh Campaign, "Before you be a father, Be a man; Before you be a mother, Be a woman."</p>	<p>Students' responses reflect a clear understanding of the benefits of delaying parenting and sexual relationships with proficient use of the steps in refusal skill along with value/virtue responsibility.</p> <p>Materials developed are creative, include reasonable and accurate information and arguments to support abstinence and reflect appropriate value/virtue eg. respect or aspiration to commit to abstaining from sexual activity.</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>In the context of sexual intercourse, abstinence means avoiding all sexual activities including petting, kissing etc. Abstinence requires self-restraint, self-discipline and dedication to one's goals, values and beliefs. Some persons choose to abstain permanently (celibacy) while others discipline themselves to abstain until marriage or until they have completed their education.</p> <p>Sexual attraction and feelings are still normal when practising abstinence. Abstinence, whether permanent or not, is the most effective way to avoid pregnancy and sexually transmitted infections.</p> <p>Tips to remain abstinent:</p> <ul style="list-style-type: none"> <li>• Stay away from material that is sexual such as music, books, websites</li> <li>• Get involved in extra-curricular activities</li> <li>• Socialize in groups</li> <li>• Find someone to talk to</li> </ul> <p>It is important to note that if someone has already started to engage in sexual activities, he/she can still abstain from further involvement.</p>	<p>Role Play/ Dramatization</p>	<p>Students will work together to create promotional materials to demonstrate that they are capable of making decisions to abstain as a healthy sexual choice. In groups, they will display and explain their creations e.g. a poster titled "Sex can wait", identifying the consequences of sexual activity, the alternatives to sexual activity, the benefits of abstinence, and committing to acting on their decisions. Students can take pictures of the displays and add them to their portfolios.</p> <p><b>Reflective Questions Discussion</b></p> <p>Why should I choose to abstain from sexual activity? Why should I delay parenting?</p> <p>Students will create simple scenarios and demonstrate the <b>S.W.A.T.</b> model for refusing negative behaviours</p> <p><b>S</b> – say ' NO!' to unsafe behaviour  <b>W</b> – be prepared to explain why you want to be safe  <b>A</b> – provide alternatives  <b>T</b>– talk it out</p> <p>Groups prepare and present role play using the SWAT model.</p>	<p>Role plays/ dramatizations reflect proficient use of refusal skill to practise abstinence along with appropriate value/virtue e.g. self-respect</p>

## **THEME: SEXUALITY AND SEXUAL HEALTH**

### **MODULE 4: ACCESS SOURCES OF HEALTH INFORMATION AND SERVICES**

Develop knowledge and skills to access age-appropriate sources of health information, products and services related to sexuality and sexual health.

#### **About the Module**

Students should be capable of identifying a range of age-appropriate health services in their communities. Through an informed use of these services, they should acquire the necessary knowledge, skills and attitudes needed for a lifelong commitment to the promotion of personal, family and community health, including advocacy. Age-appropriate health services in the community may address the following: sexuality, child abuse, sexual assault/harassment and domestic violence.

#### **Key Skills**

- Coping Skills (healthy self-management)
- Social Skills (communication, assertiveness)
- Cognitive Skills (critical thinking, creative thinking, problem-solving, decision-making)

#### **GUIDANCE FOR THE TEACHER**

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

#### **LINKS TO OTHER SUBJECTS: RELIGIOUS EDUCATION**



**GRADE 7****Theme: Sexuality and Sexual Health**

Module 4: Access Sources of Health Information and Services

Unit 1: Exercising My Options

Learning Goals: By the end of the unit, students should be able to:

1. Know available services that offer health information, products and services related to sexuality and sexual health
2. Appreciate the importance of accessing available health services
3. Apply life skills to access health information and services

**Core Values:** **Spiritual Insights & Safeguards – 1. Vision of self and others 2. Sense of the sacred 3. Purpose of life and life-forms 4. Stewards of the environment**

**Topic 1:** **Available Health Services for Adolescents**

**Life Skills:** Social: Advocacy, Refusal, Assertiveness

Cognitive: Critical Thinking, Decision Making, Creative Thinking

Coping: Self-Awareness, Coping with Emotions

**Values/Virtues:** **Respect, Education, Responsibility, Integrity, Sensitivity**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>• Name local and national health services available to adolescents</li> <li>• Explore the range of SRH services needed by adolescents</li> <li>• Justify the importance of making adolescent-friendly health services available</li> </ul>	<p>Adolescents and youth need Sexual and Reproductive Health (SRH) services, information, skills and opportunities. They need to manage issues affecting them in ways that build their confidence, increase resilience and reduce vulnerability.</p> <p>Vulnerable adolescents, and adolescents who may not reside in areas where SRH services are easily accessible, need to be equipped with knowledge and life skills to improve their health-seeking behaviours and to access key health, second-chance education and protective services.</p> <p>The Ministry of Health (Jamaica) is responsible for ensuring the provision of an adequate, effective and efficient health service for the population of Jamaica.</p>	<p>Discussion</p> <p>Survey/ Presentation</p>	<p>Students will discuss the importance of knowing the health services that are available to them. In groups, students will identify available health services in their community and create a youth-friendly directory with relevant contact information (name, addresses, contact information and email addresses).</p> <p>Students will design a survey (work with teacher and peers to ensure that the tool is developed well) to be distributed to peers and adults to ascertain the services they think adolescents need. They will compile the data and compare the responses of youth vs adults and males vs females.</p> <p>They will interview professionals who work with adolescents (Ministry of Health, Eve for Life, Youth Information Centers, NCDA, Guidance Counsellors, School Nurses, among others) to get a wider picture of the services that children their age group access.</p>	<p>Directories consist of accurate information and are easy to use</p> <p>Information presented is accurate and recommendations are clear and appropriate</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> <li>Demonstrate social or cognitive skills to address gaps in adolescent-friendly health services</li> </ul>	<p>Services are provided through the government's network of twenty-three (23) hospitals and over three hundred and fifty (350) health centres and specialized institutions.</p> <p>Recognition of adolescent SRH issues as significant social and public health concerns propelled the development of adolescent-focused programs by the Ministry of Health (MOH) and associated agencies over the ensuing years. These included interventions such as counselling services, increased access to 'over-the-counter' oral contraceptives, and peer education training which should be done with parental consent.</p> <p>The Age of Consent in Jamaica is 16 years old. The age of consent is the minimum age at which an individual is considered legally old enough to consent to participation in sexual activity. Individuals aged 15 years or younger in Jamaica are not legally able to consent to sexual activity, and such activity may result in prosecution for statutory rape or the equivalent local law. However, practitioners have a duty to act in the "best interest of the child" according to CCPA and that may mean treatment, but they also have a duty to report where minors are involved in sexual activities.</p>	<p>Symposium/ Resource Personnel/ Creative Expression</p> <p>Discussion/ ICT</p>	<p>Students will present the data with recommendations from the various stakeholders.</p> <p>Students will plan and execute a symposium under the theme "Treat Youth with Respect". Using the data collected, they will inform participants of the services needed by adolescents and the importance of offering these services in a friendly non-threatening manner. They will also invite resource persons and adolescents who have accessed services to share their stories. They may also create, display and distribute posters or flyers highlighting the SRH services and resources.</p> <p>Students will discuss their thoughts on the following questions:</p> <ul style="list-style-type: none"> <li>How do I feel about accessing adolescent friendly health services?</li> <li>How can I advocate in my community for better adolescent health services?</li> </ul> <p>Students will create an online space to provide adolescents with links, resources and scenarios where there may be a lack of adolescent-friendly health services in their communities. They will also include information on how adolescents may access health services based on age, emancipated status etc. They will share tips on how to cope when the services are not friendly and how others can advocate for increased quality of service.</p>	<p>Symposium activities depict proficient use of advocacy skill along with value/virtue respect, respect or sensitivity, to provide reasonable arguments to justify the importance of available adolescent-friendly health services.</p> <p>Outputs of activities reflect effective use of advocacy or critical thinking skills along with appropriate value/virtue e.g. responsibility.</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>As a result, adolescents below the age of consent are prohibited from accessing services below a certain age and the facilities and services available are limited to particular circumstances such as sexual violation and pregnancy.</p> <p>However, not all adolescents based on age, emancipated status etc. will need parental consent to access health services.</p> <p>Information on STIs can be acquired from:</p> <ul style="list-style-type: none"> <li>• National Family Planning Board</li> <li>• Health Centres</li> <li>• Family doctor</li> <li>• Hospitals</li> <li>• Guidance Counsellor</li> <li>• School nurse</li> <li>• Red Cross</li> <li>• Jamaica AIDS Support for Life</li> <li>• Ministry of Education Guidance and Counselling Unit</li> <li>• Ministry of Health National HIV/STI Programme</li> <li>• Jamaica Family Planning Association</li> </ul>			

## THEME: SEXUALITY AND SEXUAL HEALTH

### Components of Sexuality

Components	Definition	Elements
SENSUALITY	Enjoyment, expression or pursuit of physical, especially sexual, pleasure.	Body Image Human Sexual Response Cycle Skin Hunger Fantasy
INTIMACY	The ability and need to experience emotional closeness to another human being and have it returned.	Caring Sharing Loving/Liking Risk Taking Vulnerability
SEXUAL HEALTH AND REPRODUCTION	Attitudes and behaviours related to producing children, care and maintenance of the sex and reproductive organs and the health consequences of sexual activities.	Factual Information Feelings and Attitudes Intercourse Physiological and Anatomy of Reproductive Organs Sexual Reproduction

## Explanation of Three Components of Sexuality

Sexuality is more than the sexual feelings we experience and sexual intercourse. In fact, integral parts of our sexuality include our thoughts, beliefs and our behaviours; how we identify as male and female, who we are as a person, the relationships we form and the love that we share.

### Sensuality

Sensuality is the enjoyment, expression or pursuit of physical, especially sexual, pleasure.

- a. Body image—a healthy body image is important for the development of positive self-esteem. Research has suggested that how adolescents view their bodies is highly influenced by the media through images on television, in magazines, movies and advertisements, which may promote unrealistic expectations of beauty, body weight and acceptable physical appearance.
- b. Experiencing pleasure—sensuality allows us to experience pleasure through the arousal of our senses: taste, touch, sight, hearing and smell.
- c. Skin hunger—skin hunger refers to the need to be touched in a loving and caring way. It is often said that some adolescents satisfy their skin hunger through close physical contact with their peers as during this stage they often receive less physical contact from their parents in comparison to younger children. In some cases, sexual intercourse may then result from an adolescent's need for physical affection, and not a desire to have sex.

Physical attraction—the brain, not our sex organs, is the centre of sensuality as it is the mechanism responsible for sexual attraction.

- d. Fantasy—fantasies are mental images which often reflect our conscious or subconscious desires. It is important that adolescents understand that though sexual fantasy is normal, one does not have to act upon sexual fantasies and that not all sexual fantasies are healthy.

### Intimacy

Intimacy is the ability and need to experience emotional closeness to another human being and have it reciprocated. This involves caring, sharing, loving/liking, risk-taking (emotional), vulnerability, commitment and reciprocity.

- Sharing—sharing one's feelings is important to develop an emotional closeness with another person.
- Caring—we cannot develop an intimate relationship with someone we do not care about. Caring about other people involves

empathizing and feeling the pain and happiness of others.

- Liking or loving another person—Having strong feelings of affection for others
- Emotional risk-taking— to experience true intimacy one must possess the ability to share feelings even if it creates a feeling of discomfort.
- Vulnerability—whenever we get close to someone we like or love, we risk our feelings being hurt by that person and so we become vulnerable. True intimacy cannot be obtained without some level of vulnerability and emotional risk-taking.

## **Sexual Health and Reproduction**

Sexual Health and Reproduction refers to care of the reproductive organs, the ability to produce children, and the attitudes, behaviours and health consequences related to sexual behaviour. These include factual information, feelings and attitudes, intercourse, physiology and anatomy of the reproductive organs, infections/diseases, contraception and risk reduction.

- a. Factual information about reproduction—It is important for adolescents to have factual information regarding sexual health and reproduction. Youths need to understand how the male and female reproductive system functions, and the health consequences related to improper and inappropriate care of the body such as pregnancy and sexually transmitted infections (STIs). If informed with accurate information, adolescents can make appropriate decisions regarding their sexual health.
- b. Feelings and attitudes—Adolescents have various feelings and attitudes in relation to various issues related to sexual health and reproduction such as HIV/AIDS, STIs, pregnancy, abortion and contraception.
- c. Sexual intercourse — Many adolescents do not see themselves as at-risk. Young people need to understand that sexual intercourse may lead to pregnancy and will increase the risk of sexually transmitted infections (STIs). Adolescents must also understand that though sexual intercourse refers to the penetration of the vagina by the penis, high-risk sexual behaviours include oral sex and anal penetration as well and as such, they should not engage in sexual activities and activities as they may lead to such behaviours.
- d. Reproductive and sexual anatomy—To protect themselves adolescents need to understand the human reproductive system and its functions. Also important is factual information on contraceptives and how they work, clarifying cultural myths which may increase the risk of pregnancy and STIs.
- e. Sexual reproduction—Information on sexual reproduction should include not only the biological aspect of reproduction but also factual information on conception, pregnancy, delivery and childbirth as well as recovery. These are important aspects of sexuality.

## Guiding Questions for Lesson on Gender

1. What's it like to be a girl/boy?  
girl/boy in this school?  
woman/man?  
woman/man on this campus?
  2. What is something you would like to do or love to do but can't because you're a male or female?
  3. What does society expect of males and females?
  4. What defined those norms?
  5. What's the one thing you wish males and females would understand the most about changing gender roles?
  6. Is there anything in the relationships between males and females that you would like to see change? What? Why? How?
  7. Do you think the way we think about how men/women are supposed to be can sometimes cause violence? How?
  8. What factors have contributed to changes in traditional gender roles?
- 

## Common Risks Associated with Sexually Transmitted Infections

Most persons are taught about the dangers and risks of sexual activity, chief among them unplanned pregnancy and the contraction of sexually transmitted infections (STIs). After all, STIs are common because people still don't know how to prevent and/or treat them, and they come saddled with a lot of pesky symptoms.

## What Are the Most Common STIs and Their Long-Term Health Risks?

Different sexually transmitted infections carry different symptoms and, if left untreated, can lead to a variety of health risks.

### Chlamydia

Chlamydia is the most common curable STI. It infects the cervix in women and the penile urethra in men. Its most frequent symptoms are pain during sex and discharge from the penis or vagina. However, many people who get chlamydia are asymptomatic (display no symptoms). Despite the lack of symptoms, it's important to get screened and treated. If left untreated, chlamydia can cause permanent damage to the reproductive system in both males and females.

### Gonorrhoea

Gonorrhoea is another common bacterial STI. It infects the same organs as chlamydia and has similar long-term effects. Symptoms of gonorrhoea include burning when urinating. Just as with chlamydia, however, many people are asymptomatic. The long-term health risks of gonorrhoea include urethral damage, difficulty urinating, cervicitis, pelvic inflammatory disease (PID), and throat infections.

## **Syphilis**

Syphilis is another common STI. Caused by the bacterium *Treponema pallidum*, it can lead to serious complications if left untreated. Syphilis is transmitted by direct contact with syphilis sores, which can appear on the external genitals and the mouth, as well as in the vagina or rectum. This STI can significantly increase the risk of contracting HIV. Left untreated, genital syphilis can progress and become neurosyphilis, which can lead to blindness, personality changes, dementia, and even death.

## **Trichomoniasis**

Trichomoniasis is the most common STI among sexually active young women. Some mistake this infection for a yeast infection or bacterial vaginosis since the symptoms are so similar: frothy discharge, strong vaginal odour, pain during intercourse, irritation, and itching. If an individual has trichomoniasis, he/she is more susceptible to infection by HIV. It can also negatively affect the outcome of a pregnancy. Pregnant women infected with the parasite are more likely to have a pre-term birth. They are also more likely to give birth to a low birth weight baby.

## **Human Papillomavirus (HPV)**

Human papillomavirus (HPV) is quite possibly the most common STI. Various types of HPV have been linked to several types of skin cancers, in addition to throat cancer, anal cancer, penile cancer, cervical cancer, and lung cancer. Others cause genital warts, other warts, or no symptoms at all. Some vaccines can prevent infection with the types of HPV that most commonly cause cancer.

## **Human Immunodeficiency Virus (HIV)**

Human immunodeficiency virus (HIV) is the virus associated with AIDS. It can only be transmitted by an exchange of bodily fluids, including semen, vaginal secretions, breast milk, and blood. HIV is no longer a death sentence, but it is still a serious disease. Note: Persons Living with HIV (PLHIV) have been known to live long fulfilling lives for decades, without HIV progressing to AIDS due to adherence to Anti-Retroviral Therapy (ART). Standard antiretroviral therapy (ART) consists of a combination of antiretroviral (ARV) drugs to maximally suppress HIV and stop the progression of HIV disease.

## **Herpes**

Herpes is another viral STI. It comes with both cold sores and/or genital sores. Herpes infection can be deadly in infants, though, fortunately, transmission from mother to child is relatively rare.

## **The STI Bottom Line**

**There are other STIs that cause long-term health risks, but these are the most common. Be sure to educate yourself and others.**



# **APPROPRIATE EATING & FITNESS**



## Appropriate Eating And Fitness – Grade 7 – TERM 3

REGIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
<p><b>RS AEF1:</b> Demonstrate the capacity to make healthy food and eating choices throughout the life cycle to reduce the risk factors associated with the development of chronic diseases.</p>	<ol style="list-style-type: none"> <li>1. Assess personal eating habits.</li> <li>2. Appreciate the importance of selecting nutritious foods for a healthy lifestyle.</li> <li>3. Make appropriate food choices to avoid risky factors associated with lifestyle diseases (e.g., excess salts, sugars, and fats).</li> <li>4. Apply safe food-handling principles.</li> </ol>	<ol style="list-style-type: none"> <li>1. Making Healthy Choices</li> </ol>	<ol style="list-style-type: none"> <li>1. Healthy Eating Habits</li> <li>2. Safe Food Handling Principles</li> </ol>	<ul style="list-style-type: none"> <li>• Nutritional Fact</li> <li>• Small Changes Can Make a Big Difference</li> <li>• Safe Food-Handling Practices</li> <li>• Enough to Eat</li> </ul>
<p><b>RS AEF2:</b> Demonstrate an understanding of 'fitness' and its relationship to good health and quality of living.</p>	<ol style="list-style-type: none"> <li>1. Differentiate between exercise (aerobic capacity, flexibility, muscular strength, and endurance), sports fitness, and physical activity.</li> <li>2. Make appropriate choices with respect to physical activity and exercise to attain and maintain a healthy lifestyle.</li> <li>3. Incorporate safety principles when engaged in physical fitness.</li> <li>4. Design and implement an age-appropriate</li> </ol>	<ol style="list-style-type: none"> <li>2. Good &amp; Healthy Quality Living</li> </ol>	<ol style="list-style-type: none"> <li>1. The Healthy Body</li> </ol>	<ul style="list-style-type: none"> <li>• Physical Activity: Healthy Body</li> <li>• Safe and Active</li> </ul>
<p><b>RS AEF3:</b> Analyse the influence of socio-cultural and economic factors, as well as personal beliefs on lifestyle choices related to eating and fitness</p>	<ol style="list-style-type: none"> <li>1. Recognise the impact of socio-cultural and economic factors, as well as personal beliefs and choices related to eating and fitness behaviours.</li> <li>2. Assess the nutritional value of culturally diverse foods.</li> <li>3. Make varied choices to broaden experiences related to eating and fitness</li> </ol>	<ol style="list-style-type: none"> <li>3. Factors Influencing Eating &amp; Fitness</li> </ol>	<ol style="list-style-type: none"> <li>1. Lifestyle Choices</li> </ol>	<ul style="list-style-type: none"> <li>• What Influences My Nutrition and Physical Activity Choices?</li> </ul>
<p><b>RS AEF 4</b> Develop knowledge and skills to access age-appropriate sources of information, products and services related to eating and fitness</p>	<ol style="list-style-type: none"> <li>1. Demonstrate the ability to locate and utilise accurate, age-appropriate resources within the community, regarding eating and fitness.</li> </ol>	<ol style="list-style-type: none"> <li>4. Sourcing Information</li> </ol>	<ol style="list-style-type: none"> <li>1. Accessing Accurate Health-related Information</li> </ol>	<ul style="list-style-type: none"> <li>• Where Do I Go for Help?</li> </ul>

## **THEME: APPROPRIATE EATING AND FITNESS**

### **MODULE 1: MAKING HEALTHY CHOICES**

Build individual capacity to make healthy eating choices throughout the life-cycle and reduce the risk factors associated with the development of lifestyle diseases.

#### **About the Module**

Students need to understand that healthy eating and the right balance of safe, nutritious and wholesome foods are critical to optimum health throughout the life cycle and they should acquire skills to make healthy food choices and reduce the incidents of diet-related/lifestyle diseases.

#### **Key Skills**

- Coping Skills (healthy self-management, self-awareness)
- Social Skills (communication)
- Cognitive Skills (critical thinking, creative thinking, problem solving, decision making)

#### **GUIDANCE FOR THE TEACHER**

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

#### **LINKS TO OTHER SUBJECTS: PHYSICAL EDUCATION, HOME ECONOMICS: FOOD & NUTRITION**

**GRADE 7** Theme: **Appropriate Eating and Fitness**

Module 1: Making Healthy Choices

Unit 1: Healthy Eating Habits

Learning Goals: By the end of the unit, students should be able to:

1. Understand how to make healthy choices
2. Show willingness to make changes in their dietary patterns and habits
3. Apply appropriate life skills to adjust their food choices

**Core Values: Spiritual Insights & Safeguards – 1. Vision of self and others 2. Sense of the sacred 3. Purpose of life and life-forms**

**4. Stewards of the environment**

**Topic: 1 Nutritional Facts**

**Life Skills:** Social: Communication, Advocacy, Refusal

Cognitive: Critical Thinking, Decision Making

Coping: Healthy Self-management, Self-awareness

**Values/Virtues: Cooperation, Moderation, Commitment, Dedication**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
By the end of this topic, students should be able to: <ul style="list-style-type: none"> <li>• Classify nutrients according to the food guide wheel</li> <li>• Explore the benefits of each nutrient to the body</li> <li>• Calculate daily calorie requirements for young adolescents</li> <li>• Justify the importance of eating a balanced meal and drinking water</li> </ul>	Caribbean food groups are described according to the main nutrients in food belonging to each: staples; legumes and nuts vegetables; fruits; foods from animal fats and oils.  <b>Food guide</b>  The food guide wheel is an illustration depicting the recommended proportions of six food groups for healthy eating. It promotes variety, adequacy, balance and control. The food groups include staples such as corn, tubers, rice and plantain; vegetables; fruits; fats and oils including fat-rich foods such as avocado and coconut; animal-source foods including fish, meat, eggs and dairy products; and legumes and nuts. The size of each food group segment reflects the volume the group should contribute to the total daily diet.	Group work/ Jigsaw charts             Research/ Panel Discussion	In groups, students will collect pictures of the six food groups from magazines etc. Using handouts students will create a food guide and then use the pictures to name and classify the five food groups.  <b>Discussion Questions:</b> How important are these food to our health? How do they help in my growth and physical development?  In groups, students will use a food chart or the Food-based Dietary Guidelines chart to determine the nutrients present in common foods they eat. ( <a href="http://www.fao.org/3/a-az914e.pdf">http://www.fao.org/3/a-az914e.pdf</a> )  Each group will be given one food group and will conduct research on the following: country of origin, where it grows best, best sources, benefits to females vs males if applicable and other areas of interest to be decided on by teacher and students.	Students can accurately classify food groups according to the food guide wheel             Research and responses during panel discussions reflect accurate information on the benefits and explain the benefit of each nutrient

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> <li>• Display cognitive, social or coping skills in the selection of food to be included in the daily diet</li> </ul>	<p>In addition, the food guide promotes the drinking of water and participation in physical activity.</p> <p>Products whose intake is recommended to be reduced, such as salty and sugary food and highly-processed products are not depicted in the food guide wheel.</p> <p><b>Nutrients</b></p> <p>There are substances found in food called nutrients that help the body function. There are six (6) nutrients:</p> <ul style="list-style-type: none"> <li>• Carbohydrates: provide the body with energy</li> <li>• Protein: used to build and maintain muscles and tissue, hair, skin and nails.</li> <li>• Fat: helps to cushion vital organs; they make up part of all body cells and they help to maintain body temperature.</li> <li>• Vitamins: help the other nutrients to work properly</li> <li>• Minerals: help the other nutrients to work properly</li> <li>• Water: helps the body get rid of waste</li> </ul> <p>Fibre is commonly classified as soluble, which dissolves in water, or insoluble, which doesn't dissolve. Dietary fibre, also known as roughage or bulk, includes the parts of the plant that the body can't digest or absorb.</p>	<p>Journaling/ Checklist</p> <p>Panel Discussion/ Stimulus Activity</p>	<p>Groups will form panels and be assigned time for presentations while other students pose questions to panellists. Be sure to include what happens to the body if their assigned nutrient is missing from one's diet?"</p> <p>Students will be introduced to the formula for calculating their daily calories. They will keep a food journal for seven days and complete a self-monitoring checklist to ascertain the following:</p> <ul style="list-style-type: none"> <li>• Daily caloric intake (to determine what they could be eating or doing differently).</li> <li>• Appropriateness of the variety of food choices to maintain a healthy body.</li> <li>• Consistent portion size</li> </ul> <p>This is not an exhaustive list. Reflective questions: Why is it important for me to understand the nutritional benefits of food during my adolescent years and adhere to various recommendations?</p> <p>Panel Discussion &amp; Water Day</p> <ol style="list-style-type: none"> <li>1. Students will participate in a panel discussion to justify the importance of eating a balanced meal. They may include personal experiences and information/ data regarding the deficiencies associated with their nutrient.</li> </ol>	<p>Checklist reflects steps in healthy self-management skill in calculating and monitoring daily calorie requirements along with appropriate value/virtue e.g. commitment</p> <p>Students' responses and the results of the Water Day activity reflect valid and reasonable arguments that support the importance of eating a balanced meal and drinking water</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Unlike other food components, such as fats, proteins or carbohydrates which the body breaks down and absorbs, fibre isn't digested. Instead, it passes relatively intact through the stomach, small intestine and colon and out of your body.</p> <p>Calories are essential for human health; the key is taking in the right amount. Everyone requires different amounts of energy per day depending on age, size and activity levels. Carbohydrates and fats are primary sources of energy and proteins are secondary sources. Carbohydrates and proteins give 4 kilocalories (kcal) for each gram, and fats give 9 kcal for each gram.</p> <p>Energy: A calorie is a unit of energy.  <b>Calculating Calories</b>  Moderate activity (15 x weight(lbs))  Very active (16 x weight (lbs))  Competitive athlete (17 x weight lbs)</p> <p>The amount of energy needed is determined by the age, sex and activity levels of individuals. The energy needs are met by the amount of food that is consumed from each food group.</p> <p>Good fibre choices include:</p> <ul style="list-style-type: none"> <li>• Whole-grain products</li> <li>• Fruits</li> </ul>	<p>Graphic Organizers/ Journaling</p>	<p>2. Students will organize a water day across the school to promote the importance of drinking water. They may create flyers, posters and blogs to increase awareness before and after the event. They will advocate for the tuck shop and canteen/ cafeteria to sell only water to students on that day (Students will be notified that only water will be on sale). The Physical Education teacher and School Nurse may be used as resource persons to highlight the benefits of drinking water.</p> <p>Students in groups will respond to the following sample reflective questions: What are the benefits of reducing processed foods in my diet? Why is it important for me to replace sugary drinks with water? Students develop an individual plan/graphic organizer of wholesome foods they will consume over the next month to improve their nutrition including daily water intake. They will record their actions in their journal using self-monitoring tips as a guide:</p> <ul style="list-style-type: none"> <li>• Focusing on the task or assignment on-task</li> <li>• Making positive statements to peers</li> <li>• Completing work</li> <li>• Complying with teacher requests</li> <li>• Reading support materials</li> </ul> <p>They can also develop personal checklists to assist in monitoring future actions. Teacher will provide feedback.</p>	<p>Role plays and graphic organizers accurately and consistently depict steps in refusal, decision making, advocacy or critical thinking and appropriate value virtue e.g. commitment</p> <p>Graphic organizers reflect appropriate food choices and journal entries reflect proficiency in the application of healthy self-management skill and appropriate value/virtue e.g. dedication or moderation</p>





Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p><b>Things to exclude from a Diet Plan</b></p> <ul style="list-style-type: none"> <li>• Cream</li> <li>• Butter</li> <li>• Biscuits</li> <li>• Cakes</li> <li>• Pastries</li> <li>• Sugary fizzy drinks</li> <li>• White bread</li> <li>• Refined sugar</li> <li>• Processed meat</li> </ul> <p>Tip: Eating only the right number of calories can help promote a healthy life!</p> <p><b>Exercise Regularly</b></p> <p>Include 30 minutes of physical activity in your daily routine. Exercising helps in keeping a weight check and enhances energy levels. If an individual has a chronic disease and is undergoing treatment, he/she could do mild exercises that do not pose much pressure on his/her health. These include brisk walking, swimming, strolling, doing household chores, etc. Tip: Exercise improves health and muscle strength.</p> <p><b>Keep yourself hydrated</b></p> <p>Keeping the body hydrated helps the muscles work efficiently. Drink at least 10 glasses of water to get rid of body toxins. Water helps one's skin and helps in keeping the metabolism rate high. Dehydration can lead to various problems like heat stroke, headache,</p>		<p>Questions:</p> <ul style="list-style-type: none"> <li>• Do you know of anyone that has a lifestyle disease? If yes, which one?</li> <li>• What were some of the lifestyle choices made by this individual that you saw or know about?</li> <li>• What changes would you have recommended to this individual to prevent the lifestyle disease?</li> </ul> <p>The groups will present their recommendations. Recommendations should include how individuals should follow a healthy diet with specific examples and should include reasons to justify why these changes are important.</p> <p>Students can also investigate their lineage for lifestyle diseases and will create a scrapbook with an action plan aiming to prevent the illness linked to their genes. The action plan should include a personal food plan based on nutritional needs that will reinforce the benefits of a healthy diet along with physical activity and other better lifestyle choices. Students will explain why these changes are necessary.</p> <p><i>If you do not know of someone in your family who has had a lifestyle disease, select one and create a scrapbook to show why and how you would prevent or manage it should it become a reality.</i></p>	

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>and swollen feet. Some alternatives to water are grapefruit, sports drinks, soups, smoothies, and watermelon.</p> <p><b>Boost your Vitamin D</b></p> <p>Many people fear exposure to the sun, but it has its benefits. It is safe to get out in the sun, mainly during the morning hours. Sunlight works as a healing factor against many known chronic ailments. It is an important source of vitamin D.</p> <p><b>Get plenty of Sleep</b></p> <p>Make it a habit to get an adequate amount of sleep for good health and well-being. Take a minimum of eight hours of sleep every night as it helps to keep the body refreshed and energized. Extending the bedtime routine beyond night hours can make the body lethargic.</p> <p>Some benefits of healthy sleep are:</p> <ul style="list-style-type: none"> <li>• May decrease chronic pains</li> <li>• Improves memory</li> <li>• Improves concentration power and productivity level</li> <li>• Maximizes athletic performance</li> <li>• Clearer thinking</li> <li>• Improves immune function</li> </ul>	<p>Game/Checklist</p>	<p>Students will organize a healthy lifestyle sporting event under the theme, “Small Changes, Big Health Outcomes”. Based on the time allowance provided by administrators, the sporting event can occur for one full day, weekly at lunchtime or dismissal, or monthly on selected day(s). Several competitions that promote healthy lifestyle choices will occur such as:</p> <ul style="list-style-type: none"> <li>• Traditional Games Competition - Dandy Shandy, Chinese Skip, Hop Scotch, Bend Down and Stuck and Potato Sack Race.</li> <li>• Healthy Recipe Competition (cooking practical)</li> <li>• Say No to Drugs/Alcohol Poster Competition</li> <li>• Biggest Loser Competition (weight loss)</li> <li>• Fruit/Vegetable Juice Competition</li> </ul> <p>Each student in the class will be expected to participate in at least three of the competitions and encourage at least five other school members (non-classmates, teachers and other staff) to enter the competitions.</p> <p>Students will complete a checklist after participating in each competition to provide feedback. The following reflective questions will be placed on the checklist:</p> <ul style="list-style-type: none"> <li>• Why did I participate in this competition?</li> <li>• How can my health goals improve if I engage in what is being promoted in the competition in my daily life?</li> <li>• How will I ensure that my future behaviours and choices will deter lifestyle diseases?</li> </ul> <p>Teacher will provide feedback and clarification to answers on the checklist where necessary.</p>	<p>Checklist responses depict effective use of healthy self-management or decision making skill along with value/virtue such as self-control, moderation or self-discipline to make lifestyle choices to deter lifestyle diseases</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p><b>Remember:</b></p> <ul style="list-style-type: none"> <li>• Change one thing at a time.</li> <li>• Small changes are normally easier than big changes</li> <li>• Changes should fit into the normal routine.</li> <li>• Plan your diet to include foods you like and have access to</li> <li>• Changes and goals are easier to remember if one writes them down.</li> <li>• Celebrate the small changes made</li> </ul>			

**GRADE 7 Theme: Appropriate Eating Fitness**

Module 1: Making Healthy Choices

Unit 2: Safe Food Handling Principles

Learning Goals: By the end of the unit, students should be able to:

1. Increase knowledge on safe food handling practices and how to reduce incidences of foodborne illness
2. Appreciate the importance of reducing the risk factors associated with the development of chronic diseases
3. Apply life skills to safe food handling principles

**Core Values: Spiritual Insights & Safeguards – 1. Vision of self and others 2. Sense of the sacred 3. Purpose of life and life-forms 4. Stewards of the environment**

**Topic: 1 Safe Food Handling Practices**

**Life Skills:** Social: Communication, Refusal, Advocacy  
Cognitive: Critical Thinking, Creative Thinking  
Coping: Healthy Self-management, Self-awareness

**Values/Virtues: Consideration, Respect, Cleanliness**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria							
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>• Examine the term food-borne illnesses</li> <li>• Analyse how bacteria travel and their common food sources</li> <li>• Investigate conditions for bacterial growth</li> </ul>	<p>Food and water are important for life. To be healthy and active we not only need enough food and water but also safe food and water. Food-borne illnesses, those transmitted from contaminated food or unsafe water, are a potential risk.</p> <p><b>Bacteria Basics</b> Bacteria cause most cases of food-borne illnesses. They are everywhere: in food, on the skin, under the fingernails, on surfaces etc. Avoiding harmful bacteria is not an easy task. A single bacterium can multiply to become trillions in just 24 hours. Under the right conditions, bacteria double in number every 20 to 30 minutes but they cannot be seen with the naked eye. In fact, we cannot smell or taste most bacteria.</p>	<p>PowerPoint Presentation/ Group Discussion</p> <p>KWL Chart/ Research/ Brainstorm/ Resource Personnel</p>	<p>Students will view PowerPoint presentation slides 1-4 on Preventing Food-Borne Illness (see link below). Students will select two facts they think are most important and share them within their groups along with their understanding of food-borne illnesses <a href="https://docs.google.com/presentation/d/1VA-RXzHWrXSRiUudPMYOLWCYL6OhPxGY_DcMVCK4FM/edit?usp=sharing">https://docs.google.com/presentation/d/1VA-RXzHWrXSRiUudPMYOLWCYL6OhPxGY_DcMVCK4FM/edit?usp=sharing</a></p>	<p>Students' responses reflect a clear and accurate understanding of the concept</p> <p>KWL chart reflects accurate information on how bacteria travel and their common food sources</p>							
			<table border="1"> <tr> <td>WHAT I KNOW</td> <td>WHAT I WANT TO KNOW</td> <td>WHAT I HAVE LEARNED</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table>		WHAT I KNOW	WHAT I WANT TO KNOW	WHAT I HAVE LEARNED				<p>Students will receive individual charts or each group will receive strips with the various headings and identify different points in the class where each heading will be posted so that students can place their responses under each as the lesson progresses. Students will then conduct the following activities:</p>
			WHAT I KNOW		WHAT I WANT TO KNOW	WHAT I HAVE LEARNED					

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> <li>Justify the importance of hand washing to protect themselves from acquiring a foodborne illness</li> <li>Demonstrate social or cognitive skills to promote safe food-handling practices</li> </ul>	<p><b>Common food sources of bacteria</b></p> <p>Food of animal origin, such as:</p> <ul style="list-style-type: none"> <li>Raw meat</li> <li>Poultry</li> <li>Fish</li> <li>Eggs</li> <li>Raw (unpasteurized) Milk</li> </ul> <p><b>Who is at Risk for Food Borne Illness?</b></p> <p>Anybody can get sick from eating contaminated food, the severity of the illness depends on several factors. Most important among these are age, amount of contaminated food consumed, and health status of the individual. The following groups are at greater risk:</p> <ul style="list-style-type: none"> <li>Young children</li> <li>Pregnant women</li> <li>Older adults</li> <li>People with weakened immune systems or certain chronic diseases</li> </ul> <p><b>Symptoms of Food Borne Illness Include:</b></p> <ul style="list-style-type: none"> <li>Abdominal cramps</li> <li>Vomiting</li> <li>Diarrhoea</li> <li>Nausea</li> <li>Joint/back aches and fatigue.</li> </ul>		<ul style="list-style-type: none"> <li>Before class, prepare bags full of beads, small stones etc. Place 5 in one bag, 10 in another, 20 in another, 40 in another and so on, always doubling the amount. Hand one bag of beads to each group. Set a shallow bowl on a table and have representatives from each group approach the table and empty the content of his/her bag in the bowl every 30 seconds.</li> <li>Explain that bacteria reproduce quickly and can double their population in minutes. (Have the student with 5 beads empty her bag into the bowl. 30 seconds later, have the student with 10 empty his bag, followed by the student with 20, then 40, and so on until the bowl overflows. Students will see just how quickly a bacterial population can get out of hand). Using the results to further add to their KWL charts.</li> <li>Research question: How do bacteria travel and what are their common food sources?</li> <li>Invite the Food &amp; Nutrition teacher, Health Inspector or Nurse to make presentations to the class.</li> </ul> <p>The KWL chart should be completed. Students will analyse and share their responses.</p>	

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>What some people call ‘stomach flu’ may be a food-borne illness caused by a pathogen (i.e. virus, bacterium, or parasite) in contaminated food or drink. The incubation period can range from several hours to a week.</p> <p><b>The Right Conditions for Bacterial Growth</b></p> <p>Bacteria need time and the following right conditions to survive and multiply:</p> <ul style="list-style-type: none"> <li>• Food</li> <li>• Moisture</li> <li>• Warm Temperature (between 400° F and 1400° F)</li> </ul> <p>Mishandling food, along with improper preparation, cooking or storage, is the culprit that allows bacteria to grow and multiply.</p> <p><b>Conditions that slow down or destroy Bacterial Growth.</b></p> <p>Temperature above 1650F destroys bacteria. Refrigerating foods below 400F slows the growth of bacteria. Freezing stops but does not kill bacteria.</p> <p><b>Parasites and Viruses</b></p> <p>Parasites feed off other organisms. Some types of parasites are visible, while others are not. Parasites can live in many animals that humans use for food such as cattle, swine, poultry and fish.</p>	<p>Brochure/Fact sheet</p> <p>Video Presentation/ Discussion</p> <p>Stimulus Activity</p>	<p>Students will brainstorm the topic, “Common food sources of bacteria”. Possible answers: raw meat, poultry, fish, eggs and creative solutions. They will refer to their KWL charts and materials received from the resource person to create brochures or fact sheets identifying the conditions that support or destroy bacterial growth.</p> <p>Students will highlight the impact/dangers of parasites and viruses and FAT TOM (see content). Encourage students to be creative and display their work in a central place in the classroom for the general education of the population. A school Action Research (to include FAT TOM) can be conducted and students can advocate for relevant changes to minimize the conditions for bacterial growth.</p> <p>Students will critique the actions of the persons in the video: <a href="https://www.youtube.com/watch?v=M8AKTACyiB0">https://www.youtube.com/watch?v=M8AKTACyiB0</a></p> <p><b>Guiding questions</b></p> <ul style="list-style-type: none"> <li>• Can I determine how clean a surface is?</li> <li>• Why is hand washing an important aspect of safe food handling practices?</li> <li>• How do I take proactive measures when I have limited access to water?</li> </ul> <p>Using these guided questions among others students will justify the importance of hand washing to protect themselves from acquiring a foodborne illness.</p> <p><b>Safe Food Handling Practices Campaign (SFPC)</b></p> <p>Students will discuss the reflective question, “How can I encourage my family and friends to observe safe food-handling practices daily?” Students will then plan and execute a school-wide/community campaign. Possible areas to address: Hand washing, Cooking Temperatures, Chilling/Storage of Food, Food Preparation Areas and Pest Control.</p>	<p>Brochures/fact sheets depict accuracy in information</p> <p>Students’ responses reflect reasonable and valid arguments and appropriate value/virtue e.g. cleanliness to justify the importance of handwashing</p> <p>Campaign illustrates proficient use of advocacy skill and appropriate value/virtue e.g. cleanliness or respect</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>To prevent food-borne illness caused by parasites:</p> <ul style="list-style-type: none"> <li>• Use proper freezing and cooking techniques:</li> <li>• Avoid cross-contamination</li> <li>• Use sanitary supplies</li> <li>• Follow proper hand-washing procedures</li> <li>• Cook meats, chicken, and fish thoroughly.</li> </ul> <p>Microorganisms Need <b>FAT TOM</b> to Grow</p> <p><b>F</b>ood – To grow, microorganisms need nutrients, specifically proteins and carbohydrates. These substances are commonly found in foods such as meats, poultry and dairy products and eggs.</p> <p><b>A</b>cidity – Microorganisms grow best in foods with neutral pH.</p> <p><b>T</b>ime – Microorganisms need sufficient time to grow-no more than 4 hours during the entire food handling process. Discard food after the expiration date.</p> <p><b>T</b>emperature – Most food-borne microorganisms grow well between the temperature of 410F to 1400 F.</p> <p><b>O</b>xygen – Some microorganisms require oxygen to grow; some grow only when oxygen is absent, and some can grow with or without oxygen.</p> <p><b>M</b>oisture – Most food-borne microorganisms grow well in moist foods.</p> <p>Hand Washing - A Consistent Practise</p> <ul style="list-style-type: none"> <li>• Before preparing or handling food</li> <li>• After coughing or sneezing</li> <li>• After visiting the toilet</li> </ul> <p>This is not an exhaustive list.</p>		<p>Activities may include:</p> <ul style="list-style-type: none"> <li>• Create Scrapbooks addressing facts and tips</li> <li>• Group portfolios for the school or community library</li> <li>• Presentations from resource personnel (internal &amp; external)</li> <li>• Develop and post hand-washing signage</li> <li>• Develop advertisements for local radio and television stations</li> </ul>	

**GRADE 7**

**Theme: Appropriate Eating and Fitness**

**Topic 2:**

**Enough to Eat?**

**Life Skills:**

Social: Communication, Assertiveness, Refusal  
 Cognitive: Critical Thinking, Decision Making, Problem solving  
 Coping: Healthy Self-management

**Values/Virtues:**

**Cooperation, Collaboration, Consideration, Support, Moderation**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>Explore the concept of 'food security' in relation to healthy eating habits</li> <li>Justify the need to improve food security</li> <li>Demonstrate appropriate social or cognitive skills to formulate strategies to improve food security</li> </ul>	<p><b>NOTE TO TEACHER:</b> Students must be properly supervised for all field trips and any activity that may present personal risk.</p> <p>To improve nutritional health and well-being, adequate food must be available for all to access. Every human being has a right to adequate food. Good quality, safe food should always be available and accessible in enough quantities to feed the entire community. <b>This is referred to as food security.</b></p> <p><b>Tips for Food Security</b></p> <ul style="list-style-type: none"> <li>Be prepared</li> <li>Buy in season</li> <li>Grow your own</li> <li>Buy local</li> <li>Start freezing, drying or preserving</li> <li>Buy organic</li> <li>Learn how to cook</li> </ul> <p><a href="http://www.readersdigest.ca/food/healthy-food/8-ways-be-food-secure/">http://www.readersdigest.ca/food/healthy-food/8-ways-be-food-secure/</a>                      Putting an end to hunger starts with ensuring that enough food is produced and available for everyone.</p>	<p>Flow Chart/ Research</p> <p>Discussion/ Debate/ Research</p> <p>Interview/ Proposal Writing</p>	<p>In small groups, students will define the term 'food security', and then design a flow chart demonstrating the relationship to healthy eating habits using these sample questions: What are some of the myths associated with food security? What are the benefits to be derived from securing food well? Students will present flow charts to the whole class.</p> <p>Students will discuss the questions: Will our food supply last forever? How would I cope if I were told that next year's current food supply will cut by 50%? How do I feel about pursuing a career in food science?</p> <p>In groups, students will debate the moot "There is enough food in the world for everyone to have enough to eat." In their groups they will research careers in Food Science and respond to the question, How would a career in food science support food security?</p> <p>In small groups students will interview a farmer or visit a farm, to determine how available and accessible his/her produce is to the community.</p>	<p>Flow chart accurately defines food security, myths and benefits to be derived from food security</p> <p>Students' responses reflect value/virtue e.g. collaboration or cooperation and reasonable and valid arguments to improve food security</p> <p>Strategies are relevant and appropriate and reflect effective use of problem solving, creative thinking or critical thinking skill, along with appropriate value/virtue e.g. moderation or cooperation</p>



Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>But growing enough food does not guarantee to get rid of hunger. Access by all people always for an active and healthy life must be guaranteed. The availability; accessibility and utilization of food are impacted by:</p> <ul style="list-style-type: none"> <li>• Poverty</li> <li>• Lack of investment in agriculture</li> <li>• Natural disasters</li> <li>• Soil degradation</li> <li>• Poor distribution</li> </ul> <p>Food security includes both physical (i.e. direct) access as well as economic access to food. Food security is a matter of sustainable development of communities; therefore, food security aid has a more long-term focus than more urgent food and nutrition aid in response to emergencies.  <a href="http://humanitariancoalition.ca/emergency-food-security-and-livelihoods-efsl">http://humanitariancoalition.ca/emergency-food-security-and-livelihoods-efsl</a></p>	Project	<p>They will devise a strategy that will improve/strengthen the availability, accessibility and utilization of his/her produce to the community and share it with relevant stakeholders. Students will include information on the issues of food security and the importance of 'eating what we grow.'</p> <p>Reflective Question to be used when interacting with stakeholders:  How would I feel if I woke up tomorrow and there was no food for me to eat?</p> <p>OR</p> <p>In collaboration with the Rural Agricultural Development Authority (RADA) or Agriculture Teacher, students will establish a school garden by planting a selected food item and suggest ways to incorporate its use in the school feeding programme. They may create a plan of sustainability to show financial gains, nutritional benefits, impact on school pride, and vocational/career/job development. (The world needs professionals committed to sustaining food supply).</p> <p><b>Reflective Questions</b></p> <p>What can I do as an individual to improve food security?  What is my responsibility in improving the availability of food in my community?</p>	Plans reflect relevant and appropriate strategies and effective use of problem solving, creative thinking or critical thinking skill, along with appropriate value/virtue e.g. collaboration or cooperation

## **THEME: APPROPRIATE EATING AND FITNESS**

### **MODULE 2: GOOD HEALTH AND QUALITY LIVING**

Demonstrate an understanding of fitness and its relationship to good health and quality of life.

#### **About the Module**

Students will develop skills that will help them to choose sound fitness habits and age-appropriate physical activity, which promote good health. Students need to assess barriers relating to fitness and develop the skills to conduct physical fitness self-assessments.

#### **Key Skills**

- Coping Skills (healthy self-management, self-awareness, self-monitoring)
- Social Skills (communication, interpersonal relations, assertiveness)
- Cognitive Skills (critical thinking, creative thinking, decision making)

#### **GUIDANCE FOR THE TEACHER**

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should **ONLY** be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students **MUST** culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development
8. Adopt STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

#### **LINKS TO OTHER SUBJECTS: PHYSICAL EDUCATION, HOME ECONOMICS: FOOD & NUTRITION**

**GRADE 7****Theme: Appropriate Eating Fitness**

Module 2:

Good Health and Quality Living

Unit 1:

The Healthy Body

Learning Goals:

By the end of the unit, students should be able to:

1. Understand fitness and its relationship to good health and lifestyle
2. Appreciate physical activity and exercise to attain and maintain a healthy lifestyle
3. Apply appropriate life skills to incorporate safety principles when engaged in physical fitness

Core Values:

**Spiritual Insights & Safeguards – 1. Vision of self and others 2. Sense of the sacred  
3. Purpose of life and life-forms 4. Stewards of the environment**

Topic: 1

**Physical Activity, Healthy Body**

Life Skills:

Social: Communication, Advocacy

Cognitive: Critical Thinking, Decision Making

Coping: Health Self-management, Self-awareness

Values/Virtues:

**Responsibility, Commitment, Appreciation, Determination**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>• Distinguish among exercise, sports fitness and physical activity</li> <li>• Analyse the effects of various exercises on overall health</li> <li>• Display a positive attitude towards regular exercise and fitness</li> <li>• Demonstrate social skills to promote ways they can incorporate more exercises at school and home</li> </ul>	<p><b>Physical activity</b> is any movement that is carried out by the skeletal muscles that require energy. In other words, any movement one does is <b>physical activity</b>.</p> <p><b>Exercise</b>, however, is planned, structured, repetitive and intentional movement intended to improve or maintain <b>physical fitness</b>.</p> <p><b>Fitness is</b> the body's capacity to perform and adapt well to the stress and physical demands of life without becoming fatigued.</p> <p>The fitness level of a person is dependent on the following two factors:</p> <ol style="list-style-type: none"> <li>a. The genetic makeup of his/her body</li> <li>b. The ability to do activities that require flexibility, endurance and strength</li> </ol>	<p>Resource person/ Research</p> <p>Video presentation</p>	<p>Students will be broken into groups to research exercise, sports fitness and physical activity. Students will present their findings to the class (written and interactive) using the creative art form of their choice. This activity requires students to carry or dress in the appropriate clothing and footwear for the class session OR invite a resource person like a coach or the PE teacher to provide information that will highlight the differences. Instructor/teacher will demonstrate various activities and lead the class in participating.</p> <p>The students will view a video presentation on the Benefits of Regular Physical Activity <a href="https://www.youtube.com/watch?v=C92dVS8Nlw4">https://www.youtube.com/watch?v=C92dVS8Nlw4</a> and note the effects of various exercises e.g. aerobic/anaerobic. In groups, students will discuss the benefits of exercise. Students are given a series of activities (components of fitness/types of exercises) to perform in class and at home three days per week for three months.</p>	<p>Students' responses reflect a clear and accurate understanding of the difference between each concept</p> <p>Students' responses reflect a clear and accurate understanding of the effects of exercise on overall health</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p><b>Components of Fitness:</b></p> <p><b>Cardio-respiratory Endurance:</b> The ability of the body's respiratory and circulatory systems to sustain and transport oxygen to skeletal muscles while undergoing prolonged physical activity at a moderate or vigorous pace.</p> <p><b>Muscle Strength:</b> The muscle's ability to generate and sustain maximum force in one effort.</p> <p><b>Muscular Endurance:</b> The muscles' ability to constantly withstand pressure consistently over long periods.</p> <p><b>Flexibility:</b> The ability of the joints to go through the full range of motion exercises without becoming fatigued.</p> <p><b>Aerobic/cardiovascular</b> exercises increase efficiency of the heart and lungs in providing your body with oxygen. These exercises work many muscles and are typified by low-intensity activities with many repetitions of the movements, e.g. brisk walking, swimming, dancing, and bicycling, for at least 30 minutes.</p> <p><b>Anaerobic</b> exercises use muscles at high intensity and a high rate of work for a short period of time. They help to increase muscle strength and speed. Think of short and fast when you think of anaerobic exercise.</p> <p><b>Some Benefits of exercise:</b></p> <ul style="list-style-type: none"> <li>• Strengthens your heart and lungs</li> <li>• Lowers the risks of heart disease, high blood pressure and diabetes</li> </ul>	<p>Discussion/ Journal/ Portfolios</p> <p>Discussion/ Project</p>	<p>Students will document their progress in their journals/portfolios, making notes of how they feel after completing each activity, note any benefits they perceive and any changes they begin to experience physically, emotionally, socially or otherwise in their journals Students at the end will write a reflective piece (including pictures) on their experiences with the exercise programme and the support received, challenges, benefits, ways to improve, etc. This will be presented to the teacher and later added to their portfolios. Collaboration among other subject teachers is highly recommended.</p> <p>Students compare their own experiences with that of the athletes and present their findings to the class using a creative art form. They will share their plans for continuation of these activities and the inclusion of others to support personal health &amp; well-being.</p> <p>Guiding Statement: "We are all at different levels of fitness." "Physical activity is the way to maintain a healthy lifestyle." Students will develop a proposal to be presented to the school administration and the head of their family unit.</p> <p>Proposal will include recommendations for simple daily activities they can do at school or at home to increase fitness levels. Some life skills that may be required for the successful implementation of the activities are as follows: advocacy, negotiation, self-awareness, healthy self-management, refusal or decision making skill. For example, students may need to convince their principals and teachers of the need for more physical activity in school (extended</p>	<p>Journal entries reflect a positive attitude towards regular exercise and fitness through demonstration of value/virtue e.g. commitment or appreciation</p> <p>Proposals reflect careful planning and organization for intended target audience and effective use of communication or advocacy skill, along with appropriate value/virtue e.g. responsibility or appreciation to promote ways they can incorporate more exercises at school and home</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<ul style="list-style-type: none"> <li>• Burns fat and helps you maintain a healthy weight</li> <li>• Strengthens bones and reduces osteoporosis (bone loss) later</li> </ul> <p>Examples of exercise: Walking, running, skipping, dancing, doing housework, playing basket/netball, gardening, and riding a bicycle.</p> <p>Barriers to doing exercise: Time, security, lack of awareness of the importance, no resources/equipment, not being sure how to start, perception that it's boring or hard. Ways to get more exercise every day: Take small stretch breaks; walk from the bus stop instead of taking the bus to the school gate; participate in extracurricular activities; take walks with friends and family members; do more housework.</p> <p>Planning Fitness Programmes When planning and implementing fitness programmes, the following should be considered:</p> <ul style="list-style-type: none"> <li>• Training at least three days per week</li> <li>• Sessions should last at least 20 minutes</li> <li>• Training intensity suited to the person's level of fitness</li> </ul> <p>Sessions should include:</p> <ul style="list-style-type: none"> <li>• Warm-up (5-10 minutes)</li> <li>• Main activity (at least 20 minutes): aerobics or anaerobic or a mixture of both.</li> <li>• Cool down (5-10 minutes)</li> </ul>		<p>PE sessions) Movement Days in the school term, dance clubs, and a gym (staff and students). Proposals can be developed by members of the HYPE club to be submitted to the National Health Fund through the Principal and HFLE teacher for activities that may require funding.</p> <p><i>Please encourage the implementation of the proposals or aspects of them, especially at school where students spend most of their supervised time.</i></p>	

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<ul style="list-style-type: none"> <li>Flexibility training enhances the functioning of joints, allowing limbs to move through their full range of motion without damaging tissues. Increasing flexibility will reduce the chance of injury when doing other exercises or everyday activities.</li> </ul>			

**GRADE 7****Theme: Appropriate Eating and Fitness****Topic 2:****Safe and Active****Life Skills:**

Social: Communication, Advocacy, Assertiveness

Cognitive: Critical Thinking, Decision Making, Creative Thinking

Coping: Self-awareness, Healthy Self-management

**Values/Virtues:****Cooperation, Consideration, Courtesy, Obedience**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>• Examine types of injuries associated with physical activity</li> <li>• Practise safety precautions that are needed during physical activity sessions</li> <li>• Advocate for the implementation of an age-appropriate fitness plan to avoid injury.</li> </ul>	<p>There are a few safety rules for any fitness program programme. Although physical activity has many health benefits, injuries and other adverse events do sometimes happen. The most common injuries affect the musculoskeletal system (the bones, joints, muscles, ligaments, and tendons). Other adverse events can also occur during activity, such as overheating and dehydration. On rare occasions, people have heart attacks during activity.</p> <p>Engaging in physical activity is a lot of fun. Getting hurt is not. Take these five steps to prevent injuries so you can enjoy your fitness program:</p> <ul style="list-style-type: none"> <li>• Wear protective gear, such as helmets, protective pads, and other gear.</li> <li>• Know the rules of the game.</li> <li>• Watch out for others.</li> <li>• Don't play when you're injured.</li> <li>• Increase the intensity and duration of your workouts gradually.</li> <li>• Warm up thoroughly before you exercise and cool down afterwards.</li> </ul>	<p>Survey/Interview/ Discussions</p> <p>Resource person/ Project/Simulation</p>	<p>Students will interview student-athletes, coaches, sports medicine professionals and others to find out the common injuries in their game or sport or their clients. Sample guided questions: What usually leads to these injuries? What safety measures should we employ when thinking of engaging in physical activity? How do injuries affect an athlete's performance? How can injuries be prevented? How are they treated?</p> <p>Students will conduct surveys with family members and friends tallying injuries received, the causes and how they have impacted their life or goals. They will participate in the class discussion sharing their main findings and conclusions.</p> <p>A PE teacher or sports medicine practitioner visits the class to describe proper ways to exercise. The student will participate in the simulation, for example, warm-up exercises, cool-down exercises, flexibility exercises or things to do in cases of emergency.</p> <p>They will share the benefits of being prepared and commit to revising how they conduct themselves during exercise and other physical activity sessions.</p>	<p>Students' responses depict a clear and accurate understanding of injuries associated with physical activity</p> <p>Simulations reflect students' willingness to practise safety precautions and appropriate value/virtue e.g. cooperation or obedience</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Wear proper shoes, socks, shirts and shorts/pants; these should fit properly and allow for freedom of various types of movements. Drink water while you exercise.</p> <p>Physically fit people have a lower risk of injury than people who are not. People who do more activity generally have a higher risk of injury than people who do less activity.</p>	Project/Portfolio	<p>Students prepare and present charts/ audio-visual presentations showing their developmental stage and a recommended fitness plan (maybe gender sensitive) for all students in their grade. They will outline the benefits (short and long-term) of their plan and identify resources needed to fully implement the plan. They are encouraged to consult with the Physical Education teacher and coaches.</p> <p><b>Reflective Question</b></p> <p>How can I be safe and avoid injury when involved in physical activity?</p>	Plans reflect appropriate activities and effective use of advocacy skill, along with appropriate value/virtue e.g. consideration.



## **THEME: APPROPRIATE EATING AND FITNESS**

### **MODULE 3: FACTORS INFLUENCING EATING AND FITNESS**

Analyse the influence of socio-cultural and economic factors, as well as personal beliefs and choices related to appropriate eating and fitness

#### **About the Module**

Students need to critically examine how their eating and exercise behaviours are influenced by family culture as well as social, economic and religious factors and the media. They need to learn how to make healthy choices and display habits which lead to a healthy active lifestyle.

#### **Key Skills**

- Coping Skills (healthy self-management, self-awareness)
- Social Skills (communication, interpersonal relations, assertiveness, negotiation)
- Cognitive Skills (critical thinking, creative thinking, problem solving, decision making)

#### **GUIDANCE FOR THE TEACHER**

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

#### **LINKS TO OTHER SUBJECTS: PHYSICAL EDUCATION, HOME ECONOMICS: FOOD & NUTRITION**

**GRADE 7**

**Theme: Appropriate Eating and Physical Activity**

Module 3: Factors Influencing Eating and Fitness

Unit 1: Lifestyle Choices

Learning Goals: By the end of the unit, students should be able to:

1. Show increased understanding of the sociocultural and economic factors as well as personal beliefs relating to eating and fitness
2. Show willingness to make changes in their dietary patterns and habits
3. Use social and cognitive skills to adjust their food choices to promote health and well-being

**Core Values:** **Spiritual Insights & Safeguards – 1. Vision of self and others 2. Sense of the sacred 3. Purpose of life and life-forms 4. Stewards of the environment**

**Topic: 1** **What Influences My Nutrition and Physical Activity Choices?**

**Life Skills:** Social: Communication, Advocacy, Refusal  
Cognitive: Critical Thinking, Decision Making  
Coping: Healthy Self-management, Self-awareness

**Values/Virtues:** **Encouragement, Self-discipline, Adaptability, Motivation, Commitment**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria										
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>• Describe factors that influence food choices</li> <li>• Initiate actions to demonstrate a willingness to make changes in their dietary patterns</li> <li>• Demonstrate coping or social skills to promote actions that will improve healthy food and physical activity choices</li> </ul>	<p>Eating a variety of foods from all food groups (in the correct portion based on individual needs) provides the body with the required amount of nutrients.</p> <p>People need to eat enough of the right kinds of foods if they want their bodies to function at their best. Some of the benefits include: promoting good health, improving well-being, providing all the required nutrients, strengthening the immune system and providing daily energy for activities. Several factors influence food choices. These include:</p> <ul style="list-style-type: none"> <li>• Socio-cultural: popular local foods like patties, fried dumplings, curried goat, rice and peas and sweet drinks are a part of the diet.</li> <li>• Family: eating habits form early in life. For example, the family eats rice and peas every Sunday, Grandma’s pudding,</li> </ul>	Discussion/ Brainstorming	<p>Students will discuss the reflective question, ‘What does food mean to me?’ They will observe as the teacher notes similar responses on the board/chart. Students will brainstorm a list of factors that may influence the food they eat. Next to each word, they will write the first food that comes to mind (e.g., “party” may remind you of “pizza”.)</p> <p><b>Factors Influencing Eating Healthily</b></p> <table border="1" style="width: 100%;"> <tr> <td>Health --</td> <td>Holiday--</td> </tr> <tr> <td>Hunger --</td> <td>Friends--</td> </tr> <tr> <td>Culture --</td> <td>Religion --</td> </tr> <tr> <td>Taste --</td> <td>Cost --</td> </tr> <tr> <td>Television --</td> <td>Family --</td> </tr> </table>	Health --	Holiday--	Hunger --	Friends--	Culture --	Religion --	Taste --	Cost --	Television --	Family --	Students’ responses reflect a clear and accurate understanding of factors that influence food choices
			Health --	Holiday--										
			Hunger --	Friends--										
			Culture --	Religion --										
			Taste --	Cost --										
Television --	Family --													
<p>This is not an exhaustive list. Through discussion, students will reflect on their most/ least important food influences and why. They will independently think about a time in their life when this was not so or when the change</p>														



Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>What kind of sugar should be eaten? The unrefined good sugars are found in fruit, corn, potatoes, carrots and other natural foods. These are considered healthy food choices.</p> <p>Whole grains are healthier than unrefined carbohydrates such as white flour, white rice and white pasta. Reading food labels can help to identify if the foods you are consuming are made of whole grains or unrefined carbohydrates. Other terms like rolled oats, stone ground or cracked wheat also indicate nutrient-dense products.</p> <p>Make physical activity a part of your daily routine. Links to content for research and additional information</p> <ul style="list-style-type: none"> <li>• <a href="http://www.cdc.gov/healthyweight/losing_weight/eating_habits.html">http://www.cdc.gov/healthyweight/losing_weight/eating_habits.html</a></li> <li>• <a href="http://www.cdc.gov/healthyweight/losing_weight/eating_habits.html">http://www.cdc.gov/healthyweight/losing_weight/eating_habits.html</a></li> </ul>			becoming physically active

## **THEME: APPROPRIATE EATING AND FITNESS**

### **MODULE 4: SOURCING INFORMATION**

Develop knowledge and skills to access age-appropriate sources of information, products and services related to appropriate eating and fitness.

#### **About the Module**

Students should be capable of identifying and accessing age-appropriate information, products and services relating to eating and fitness from reliable legitimate sources. Students should be encouraged to critically assess information, products and services relating to eating and fitness for the attainment and maintenance of good health throughout the life cycle.

#### **Key Skills**

- Coping Skills (healthy self-management)
- Social Skills (communication, interpersonal relations)
- Cognitive Skills (critical thinking, creative thinking, problem solving, decision making)

#### **GUIDANCE FOR THE TEACHER**

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

#### **LINKS TO OTHER SUBJECTS: PHYSICAL EDUCATION, HOME ECONOMICS: FOOD & NUTRITION**

**GRADE 7****Theme: Appropriate Eating Fitness**

Module 4:

Sourcing Information

Unit 1:

Accessing Accurate Health-related Information

Learning Goals:

By the end of the unit, students should be able to:

1. Understand the importance of sourcing nutrition-related information
2. Recognize the significance of being able to access health-related information
3. Apply appropriate life skills to assess health-related information

Core Values:

**Spiritual Insights & Safeguards – 1. Vision of self and others 2. Sense of the sacred 3. Purpose of life and life-forms 4. Stewards of the environment**

Topic: 1

**Where Do I Go For Help?**

Life Skills:

Social: Communication, Advocacy

Cognitive: Creative Thinking, Critical Thinking

Coping: Self-awareness

Values/Virtues:

**Responsibility, Education, Credibility, Reliability, Helpfulness**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>• Report on sources of information related to nutrition and physical activity</li> <li>• Argue the importance of accessing credible sources of information connected to appropriate eating and fitness</li> </ul>	<p>In keeping with the World Health Organization's philosophy of health as a fundamental right of every citizen, the Government is keen on providing universal access to quality care at the primary level, while investments are made to improve the infrastructure and service delivery at the secondary and tertiary levels. It is important for students to locate and utilise accurate, age-appropriate resources within the community that will improve their knowledge and understanding of issues related to eating and fitness. This is an essential part of wellness. Students are better able to make responsible decisions when they are informed.</p> <p>Students can access information from a variety of sources for example:</p> <ul style="list-style-type: none"> <li>• Ministry of Health</li> <li>• Health centres (brochures etc.)</li> <li>• Hospitals, local doctors</li> </ul>	<p>Discussion/ Research/ Graphic Organizers</p> <p>Stimulus Activities/ Discussion</p>	<p>Students will analyse a video from the Smile Jamaica archive featuring Grace Kitchen <a href="https://www.youtube.com/watch?v=KgRSOYJFRsY">https://www.youtube.com/watch?v=KgRSOYJFRsY</a>. They will note the benefits of eating healthy and the possible results, especially for the athletes. In groups, students will research various issues affecting children/adolescents and identify sources of information to help to address them. Issues can include (malnutrition, sports injury or obesity). They will present their findings using graphic organizers and will highlight the agencies and institutions one may go to for help.</p> <p>Students will use social media to argue the importance of accessing sources of information regarding appropriate eating and fitness. They will also, select a Street or Community Centre or an available space that they can use to advertise the resources available to the community to cater to the nutritional and physical fitness needs of the people. Teachers and students can add more activities.</p>	<p>Graphic organizers with recommendations clearly and accurately illustrate students' knowledge of various sources of information related to nutrition and physical activity</p> <p>Students' responses depict critical thinking skill along with a value/virtue such as reliability or credibility, to provide logical arguments to support credible</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> <li>Demonstrate the ability to use cognitive or coping skills to respond to situations utilizing sources of information skills</li> </ul>	<ul style="list-style-type: none"> <li>Guidance Counsellor, School Nurse</li> <li>Internet (credible websites)</li> <li>Sports club</li> <li>Non-profit organizations like YMCA and YWCA</li> <li>Mass Media (television, radio, magazines, newspapers, etc.)</li> <li>Libraries</li> <li>Stores specializing in nutrition and fitness products</li> </ul> <p>Poor nutrition and underdevelopment of children in developing countries, including Jamaica, led to heads of governments in November 1989 adopting the Convention on the Rights of the Child (CRC). The Government of Jamaica is aware of the strategic value of health to the transformation of Jamaican society and the critical role health must play in reconstructing the social landscape of the country.</p> <p><a href="http://www.commonwealthhealth.org/americas/jamaica/">http://www.commonwealthhealth.org/americas/jamaica/</a></p> <p>Some issues affecting nutrition and physical activity include:</p> <ul style="list-style-type: none"> <li>Malnutrition prevalence</li> <li>Fast-Food Consumption</li> <li>Breastfeeding Decline</li> <li>HIV/AIDS</li> <li>Access to Food</li> <li>Non-communicable diseases (diabetes)</li> </ul> <p>Individuals must recognize that the search for information can be confusing, even with credible sources.</p> <p>Given the wealth of information available through the Internet, journals and other sources, it's important to be able to assess its quality.</p>	<p>Scenarios/ Simulations</p>	<p>Guided Questions:</p> <ol style="list-style-type: none"> <li>Where are the local places that I can go to access information regarding my nutrition and physical fitness? Would I be willing to access these sources if they were closer to home?</li> <li>How important is it for me to know where to access information?</li> </ol> <p>Teacher will provide feedback as necessary.</p> <p>Students will generate and simulate scenarios showing the benefits of being able to access information related to appropriate eating and fitness issues. For example, A popular student-athlete who consumes a vast amount of fast food later is diagnosed as malnourished after a routine school medical. Students will then select life skills (decision making or healthy self-management) to encourage him/her to make dietary/lifestyle changes, adhere to medical recommendations etc. They will create a health resource such as a chart, brochure, website, booklet etc. to outline the benefits of readily knowing how to get help when needed and post it in strategic places under the caption "Be Brave: Ask for Help." They will reflect on their experiences and share plans for future behaviours including career goals in the area to be explored.</p>	<p>sources related to eating and fitness</p> <p>Scenarios accurately depict issues along with simulations that reflect effective use of decision making or healthy self-management skill. Appropriate value/virtue of responsibility or helpfulness displayed</p>

# **MANAGING THE ENVIRONMENT**





## Managing the Environment – Grade 7 – TERM 3

REGIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
<b>RS ME1</b> Demonstrate an understanding of the inter-relationships of a sustainable natural environment.	<ol style="list-style-type: none"> <li>Describe basic functions and characteristics of a sustainable environment.</li> <li>Recognise ways human behaviour affects a sustainable environment.</li> <li>Appreciate the value of a sustainable environment.</li> </ol>	1. Maintaining My Environment	1. Maintaining a Healthy Environment	<ul style="list-style-type: none"> <li>Shrink That Footprint</li> <li>Food Consumption and Sustainability</li> </ul>
<b>RSI ME2</b> Demonstrate an understanding of the environmental threats to the health and well-being of students, families, schools, and communities.	<ol style="list-style-type: none"> <li>Explore how the main factors contribute to the priority environmental health threats (e.g., agents, vectors, and hosts).</li> <li>Appreciate the personal and collective role of students, their families, and communities in either increasing or reducing exposure to environmental health risks.</li> </ol>	2. Environmental Threats	1. Reducing Environmental Threats	<ul style="list-style-type: none"> <li>Working to Keep My Environment Clean</li> <li>Vector Free Zone</li> </ul>
<b>RSI ME3</b> Analyse the relationship between a sustainable and healthy environment, and the social and economic well-being of students, schools, and communities.	<ol style="list-style-type: none"> <li>Demonstrate an understanding of the relationship between a healthy, sustainable environment and the quality of life in the school and community.</li> <li>Describe the benefits of a healthy, sustainable environment as it relates to the socioeconomic well-being of students, families, schools, and community</li> </ol>	3. Health & Wealth	1. Public Sanitation	<ul style="list-style-type: none"> <li>Solid Waste Management Practices</li> <li>Keeping Rivers, Gullies and Drains Clean</li> </ul>
<b>RS ME4</b> Demonstrate scientifically sound and affordable responses to the creation of healthy and sustainable environments and the reduction of environmental health threats in the home, school, community, and region.	<ol style="list-style-type: none"> <li>Demonstrate skills to select appropriate responses for reducing threats to the environment and prioritise environmental threats.</li> <li>Describe benefits of adopting sound practices for reducing environmental health threats in the home, school, and community.</li> <li>Develop an age-appropriate plan to reduce environmental threats in the home and school.</li> <li>Appreciate the need for students, families and schools to work together to contribute to a healthy environment.</li> </ol>	4. Sustaining the Environment	1. Healthy Sustainable Environment	<ul style="list-style-type: none"> <li>Reducing My Impact on the Environment</li> <li>Public Health is My Business</li> </ul>
<b>RS ME5</b> Develop knowledge and skills to access age-appropriate sources of information products, and services related to managing the environment,	<ol style="list-style-type: none"> <li>Demonstrate the ability to locate and utilise accurate, age-appropriate resources within the community, regarding managing the environment.</li> </ol>	5. Sources of Information	1. Access to Sources of Environmental Information	<ul style="list-style-type: none"> <li>Resources to Keep the Island Clean</li> </ul>

## **THEME: MANAGING THE ENVIRONMENT**

### **MODULE 1: MAINTAINING MY ENVIRONMENT**

Demonstrate an understanding of the inter-relationships of a sustainable natural environment.

#### **About the Module**

It is important for students to develop a basic understanding of the features and operations of natural environmental systems and the threats to their sustainability.

#### **Key Skills**

- Coping Skills (self-monitoring, healthy self-management)
- Social Skills (communication)
- Cognitive Skills (critical thinking, creative thinking, problem solving, decision making)

#### **GUIDANCE FOR THE TEACHER**

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

#### **LINKS TO OTHER SUBJECTS: RELIGIOUS EDUCATION, SOCIAL STUDIES, CIVICS**

## GRADE 7

## Theme: Managing the Environment

Module 1: Maintaining My Environment

Unit 1: Maintaining a Healthy Environment

Learning Goals: By the end of this unit students should be able to:

1. Develop an understanding of the inter-relationships of a sustainable natural environment
2. Appreciate the value of a sustainable environment
3. Apply requisite life skills to improve human behaviour to create a sustainable environment

Core Values:

**Spiritual Insights & Safeguards – 1. Vision of self and others 2. Sense of the sacred 3. Purpose of life and life-forms 4. Stewards of the environment**

Topic: 1

**Shrink That Footprint**

Life Skills:

Social: Advocacy, Assertiveness, Communication  
Cognitive: Critical Thinking, Decision Making  
Coping: Self-awareness

Values/Virtues: **Commitment, Responsibility, Flexibility, Clear Thinking**

Objectives	Points to Note/Guidance to Teacher	Strategy	Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"><li>• Analyse the term 'carbon footprint'</li><li>• Critically examine how carbon footprints are made</li><li>• Display a commitment to reducing the impact of their carbon footprint</li></ul>	<p>A carbon footprint is the set of greenhouse gas emissions caused by a person or a group.</p> <p>A personal footprint is the emissions caused by an individual's consumption. It is a measure of how a person's lifestyle contributes to climate change. By shrinking their personal footprint, a person can limit the effect their lifestyle has on the earth's climate. Personal footprints can be broken down into five main categories: housing, travel, food, products and services. These categories capture all the major ways personal consumption can cause greenhouse gas emissions.</p> <p>Carbon footprint can be calculated for a product, service, person or even a country. Reducing emissions is the key solution to tackling climate change thus creating a sustainable environment.</p>	<p>Graphic Organizers</p> <p>Worksheet/ Discussion</p>	<p>Students in groups will brainstorm the term carbon footprint to deduce an understanding. They will research the accuracy of their deductions, make clarifications where necessary and present completed graphic organizers to the class for discussion. See the sample graphic organizer of a carbon footprint:</p> <p>Students will be given page one of the worksheet 'Carbon Footprint Worksheet' (page 193 of the curriculum guide) and will complete it by following the instructions. They will then discuss in their groups the results of their footprints and share them with the class.</p>	<p>Graphic organizers illustrate an accurate understanding and a clear presentation of the term carbon footprint</p> <p>Students' responses reflect a clear and accurate understanding of how carbon footprints are made</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> <li>Demonstrate social skills to advocate for effective management of carbon footprints</li> </ul>	<p><b>Top 5 Cost-saving Actions</b></p> <ol style="list-style-type: none"> <li>Hang out the washing instead of tumble drying. Hanging the washing out instead of using the tumble drier will save about 153kg CO<sub>2</sub> a year - that's £52 (USD68) each year, based on 150 cycles a year.</li> <li>Turn down the heating by 1°C. Reducing your heating by 1°C can reduce your energy consumption by 8%. For an average household gas bill of 12,500kWh, this will reduce your CO<sub>2</sub> emissions by 184kg - that's £42 (USD55) each year. (In Jamaica heat is not a major issue, however, more and more people travel and migrate to colder countries).</li> <li>Only fill the kettle with the amount of water you need to boil. Only boiling the amount of water for your hot drink will save 72kg CO<sub>2</sub> a year - that's £23 (USD30) per annum.</li> <li>Spend less time in the shower. Spending 1 minute less in the shower can save 23kg CO<sub>2</sub> and £8 (USD10) a year (based on one shower a day and a 9kW shower).</li> <li>Turn electrical equipment off when not in use. Fully turning off just one LCD TV (rather than leaving it on standby) for 18 hours a day will save about 5kg CO<sub>2</sub> a year - saving £2 a year (USD2.64). Turn off all other electrical.</li> </ol> <p>Total Potential savings are 437kg CO<sub>2</sub> and £127 each year. Calculation in Jamaican dollar varies however, based on these rates the projection has the potential of being costly.</p>	<p>Video Presentation/ Worksheet/ Games/ Journaling</p>	<p>Guided Questions may include:</p> <ol style="list-style-type: none"> <li>What did I think of the activity at first?</li> <li>What was most surprising for ME?</li> <li>What will I do with the results? Am I comfortable with the results of the footprint? Explain why or why not.</li> </ol> <p>Teacher will provide feedback to the students as necessary.</p> <p>Students will watch a video(s) presentation (or similar video) see link below: I Have a Carbon Footprint: <a href="https://www.youtube.com/watch?v=0B9BeCwYfvk">https://www.youtube.com/watch?v=0B9BeCwYfvk</a> or Reducing My Family's Carbon Footprint <a href="https://www.youtube.com/watch?v=gIG-nd_fbzU">https://www.youtube.com/watch?v=gIG-nd_fbzU</a></p> <p>They will discuss the content of the video and share how they feel about the knowledge people have about their carbon footprint. They will also highlight the impact of a carbon footprint and its inter-relations with a sustainable environment. Teacher will engage students in the playing of the game 'I Spy'. Students will display their footprint and will make predictions for future impact if the footprint remains the same; for example, I spy a clean Jamaica for my children/or very high electricity bills.</p> <p>Students will then be given page two of the worksheet to complete. This will serve as a guide in helping students commit to reducing their carbon footprints. The 'I Spy' game can be replayed with the completion of the worksheet. Students will make journal entries to respond to the following questions:</p>	<p>Students' responses through games, worksheets and journaling portray value/virtue e.g. responsibility in deciding to adjust behaviours that will reduce the impact of their carbon footprint</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p><b>Travel less and travel in more carbon footprint-friendly ways</b></p> <ul style="list-style-type: none"> <li>• Parents can carpool to work and school</li> <li>• Use the JUTC bus or a taxi rather than driving a car</li> <li>• For short journeys; walk or cycle</li> <li>• Try to reduce the number of flights taken</li> <li>• When replacing or acquiring a motor vehicle ensure it is a low-emission vehicle. If it is affordable, consider getting a hybrid or fully electric car when they become available</li> <li>• When staying in a hotel - turn the lights and air-conditioning off when leaving the room, and ask for room towels to be washed every other day, rather than every day</li> <li>• Take the stairs instead of the elevator</li> </ul> <p><b>There is both primary and secondary carbon footprint, caused by purchasing habits.</b></p> <ul style="list-style-type: none"> <li>• Limit buying bottled water if tap water is safe to drink</li> <li>• Buy local fruit and vegetables, or even try cultivating a backyard garden</li> <li>• Buy foods that are in season locally</li> <li>• Limit buying fresh fruit and vegetables which are out of season, they may have been imported</li> <li>• Reduce consumption of meat</li> <li>• Try to only buy products made close to home (look out and avoid items that are made in distant lands)</li> <li>• Limit buying over-packaged products</li> <li>• Recycle as much as possible</li> <li>• Think carefully about the type of activities done during one's spare time.</li> </ul> <p><a href="http://www.carbonfootprint.com/minimisecfp.html">www.carbonfootprint.com/minimisecfp.html</a></p>	<p>Stimulus Activity</p>	<ol style="list-style-type: none"> <li>1. What changes can I make in my life to reduce my carbon footprint?</li> <li>2. What type of footprint do I desire my future family to have?</li> <li>3. What will I have to do to commit to personally reducing the impact of my carbon footprint?</li> </ol> <p>Students will plan and execute various activities to advocate for better carbon footprints at home and at school under the caption "How Big is my Carbon Footprint?"</p> <p>Sample activities:</p> <ul style="list-style-type: none"> <li>• Energy signs for light switches or plugs</li> <li>• Brochures, posters and flyers promoting Green Careers</li> <li>• Make a butterfly, plant garden</li> <li>• Make bags from old t-shirts with green messages</li> <li>• Carbon footprint snake and ladder or bingo game</li> <li>• Create videos and blogs</li> </ul> <p>Resource materials may be donated to the library, added to students' portfolios or displayed at school. Students may facilitate interviews on local TV and radio stations to bring awareness and advocate for effective management by all. On-going feedback by both teachers and students is encouraged.</p>	<p>Stimulus activities effectively illustrate steps in advocacy or assertiveness skill and appropriate value/virtue e.g. commitment, or responsibility</p>

**GRADE 7**      **Theme: Managing the Environment**

**Topic 2:**      **Food Consumption and Sustainability**

**Life Skills:**      Social: Communication, Advocacy, Refusal  
 Cognitive: Critical Thinking, Decision Making  
 Coping: Self-awareness, Healthy Self-management

**Values/Virtues:**      **Efficiency, Sharing, Commitment, Community**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>• Explore the concept of the food system</li> <li>• Critically examine strategies that can improve food security and sustainability</li> <li>• Demonstrate a willingness to reduce food waste</li> <li>• Display social or cognitive skills towards improving behaviours about food consumption</li> </ul>	<p><b>What is the food system?</b></p> <p>Food system spans the activities, people and resources that are involved in getting food from field to plate. Along the way, it intersects with aspects of public health, equity and the environment. The public has shown growing concern for food system issues. Widespread problems such as chronic illness, infectious disease, social inequality, animal welfare harms, environmental degradation, and the concentration of economic power have ties to the food system.</p> <p>Recognizing these connections can empower young people to become not only informed consumers but also food citizens who can engage in many facets of the food system, from growing their food to advocating for policies.</p> <p><b>Food Security and Sustainability</b></p> <p>The biggest environmental issues we face are pollution and climate change. Among these environmental topics, feeding the growing population, estimated at 9 billion in 2050, is one of the most pressing issues we must find a solution for. To solve this problem,</p>	<p>Group Work/                      Research/                      Discussion</p>           <p>Project/                      Discussion</p>	<p>Students in groups will discuss a recent meal they had. They will name the meal and list the ingredients and answer the following questions:</p> <ul style="list-style-type: none"> <li>• What activities were involved in getting these ingredients on my plate?</li> <li>• How are the raw ingredients transformed into something edible?</li> <li>• Who are the people involved at each stage?</li> </ul> <p>Students may present using pictures or diagrams. Groups will decide how to present the information with this opening question 'Where does my food come from and why does it matter?'</p> <p>Students will use the tagline "Get involved: let's find a way to feed 9 billion people in 2050." They will interview local farmers, retailers, distributors, heads of households, government officials and others to gather what they think they can do to 'get involved' and provide their recommendations for food security and sustainability.</p> <p>They will examine human behaviours that impact food security and sustainability and then plan a project, for example; a local march, creating a school garden or home garden, a 'selfie competition with students, family and community 'getting involved' in a variety of ways to promote food benefits of security and sustainability.</p>	<p>Research findings and presentations demonstrate a clear and accurate understanding of the food system</p>           <p>Strategies proposed are appropriate to address food security and sustainability issues identified</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>we need people to gain knowledge, do research and explore the options.</p> <p>Food security exists when all people always have physical, social and economic access to sufficient, safe and nutritious food. Food security is built on four pillars: availability, access, utilization and stability. Food and nutrition security embraces meeting energy, protein and nutrient needs for a healthy life. Food systems overlap with agricultural systems in food production but also comprise the diverse set of institutions, technologies and practices that govern the way food is marketed, processed, transported, accessed and consumed.  <a href="http://pubs.sciepub.com/jfs/2/1/2/">http://pubs.sciepub.com/jfs/2/1/2/</a></p> <p><b>Food: Food Waste</b></p> <p>Around a billion people don't have enough food to eat, yet we throw away around a third of all the food produced. It was revealed that one-third of all food produced each year, equivalent to 1.3 billion tonnes, is lost or wasted. Around 300 million tonnes of this – more than enough to feed the estimated 870 million people who face hunger each day across the globe – is discarded by producers, retailers and consumers. Much of it ends up in landfills, where it decomposes and releases the potent greenhouse gas methane.</p>	<p>Video Presentation/ Project</p>	<p>Reflective Questions</p> <p>How can I get involved in Jamaica?</p> <p>Do my current actions promote food sustainability?</p> <p>Students will watch the video or similar video on food waste-</p> <p>Food waste is the world's dumbest problem</p> <p><a href="https://www.youtube.com/watch?v=6RlxySFrkIM">https://www.youtube.com/watch?v=6RlxySFrkIM</a> and discuss the connection of food to health, society and the environment. They will interview the staff at the tuck shop, canteen or cafeteria and find out how they feel about the waste observed. Students will be interviewed to ascertain the food wasted at home (food forgotten in the freezer, food persons do not feel like eating a day or two later after it has been prepared).</p> <p>Students will then plan an awareness symposium under the theme 'Just Eat It' using sample guided questions: 'What is the impact of food waste?' 'What is being done to reduce food waste?' They will include in the symposium videos or pictorial illustrations of food wasted at school. Resource persons from RADA, the Ministry of Health, and the Ministry of Agriculture will be invited to make presentations. Students will express how they feel about food waste based on information from interviews and create pledge cards or affirmation boards to personally commit to reducing food waste.</p>	<p>Symposium reflects accurate information on food waste; pledge cards/affirmation boards reflect appropriate value/virtue e.g efficiency or sharing demonstrating willingness or commitment to reduce food waste</p>



Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p><b>Food Resolutions</b></p> <ul style="list-style-type: none"> <li>• Eat Seasonal Produce</li> <li>• End Food Waste</li> <li>• Commit to Resilience in Agriculture</li> <li>• Buy (or Grow) Organic</li> <li>• Go Meatless Once a Week</li> <li>• Cook</li> <li>• Consider the 'True Cost' of one's food</li> <li>• Meet and support local farmers</li> <li>• Promote a Healthy Lifestyle</li> </ul> <p><a href="http://www.jamaicaobserver.com/environment/Food-for-thought2014-01-22T01-18-04">http://www.jamaicaobserver.com/environment/Food-for-thought2014-01-22T01-18-04</a></p> <p>The food we eat makes up about 30% of our carbon footprint. Knowing how far it has travelled and how it has been stored is essential if we wish to reduce the environmental impact. With limited global resources, and in the face of environmental changes, meeting future food security challenges will first require a shift in thinking from just 'producing food' to 'food systems.' Solutions will need to be applied at local and regional levels but still be interlinked through dialogue and alliances between all food system actors, including producers, processors, retailers and consumers, policymakers, Non-Government Organizations (NGOs), and other food system 'influencers' such as civil society groups.</p>	<p>Research/ Creative Arts/ Journaling</p>	<p>Reflective Questions</p> <p>How much food do I waste? Why do I waste so much food?</p> <p>Students in groups will be assigned research topics such as: "Food in the Future, Genetically Modified Foods, Food Farming and the Environment &amp; Food Fair Trade. They will create an advertisement, movie or media campaign to persuade peers and staff to adjust their behaviours to create greater food sustainability based on their topic. Students should include national and global information to support their messages. They may also promote careers within their assigned topic.</p> <p>At the end of the activity, students will make a poster to respond to the question, "What can I do to help reduce food waste and create a sustainable environment?"</p>	<p>Creative arts effectively illustrate steps in advocacy skill and appropriate value/virtue eg. sharing or community to encourage behaviours that support food consumption</p>

## **THEME: MANAGING THE ENVIRONMENT**

### **MODULE 2: ENVIRONMENTAL THREATS**

Demonstrate an understanding of the environmental threats to the health and well-being of students, families, schools and communities.

#### **About the Module**

Students need to be aware of the environmental health threats and the main factors in their causation and understand the impact on their lives.

#### **Key Skills**

- Coping Skills (self-monitoring and healthy self-management)
- Social Skills (communication, assertiveness)
- Cognitive Skills (critical thinking, problem solving, decision making)

#### **GUIDANCE FOR THE TEACHER**

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

#### **LINKS TO OTHER SUBJECTS: RELIGIOUS EDUCATION, SOCIAL STUDIES, CIVICS**




Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> <li>Justify the importance of adhering to laws and policies related to environmental protection</li> <li>Demonstrate social skills to advocate for the reduction of environmental health risks</li> </ul>	<p>Another benefit to having a clean environment is that humans can have a steady supply of food, water, and many natural resources like wood to create important products. A clean environment also improves the economy. See link for additional information.  <a href="https://sites.google.com/site/cleaningplanetearth/the-benefits-of-a-clean-environment">https://sites.google.com/site/cleaningplanetearth/the-benefits-of-a-clean-environment</a></p> <p><b>Roles of citizens in reducing environmental threats</b></p> <ul style="list-style-type: none"> <li>Reduction in carbon footprint</li> <li>Reduction in food waste</li> <li>Reduce, reuse and recycle</li> <li>Reduce open-air burning</li> <li>Containerize garbage</li> <li>Plant new things yearly</li> <li>Adhere to environmental law, eg. Ban on single-use plastic bags and plastic drink straws and the importation of polystyrene (styrofoam) products</li> <li>Adhere to the Natural Resources Conservation Authority (NRCA) Air Quality Regulation Order, 2006</li> </ul> <p>See link for additional information.  <a href="https://www.ronitbaras.com/family-matters/kids-children/55-ways-to-save-the-environment-and-make-a-difference/">https://www.ronitbaras.com/family-matters/kids-children/55-ways-to-save-the-environment-and-make-a-difference/</a></p> <p>The power of citizen action has been an important catalyst for increased enforcement of environmental laws in many countries around the world. See A Pocket Guide to Environmental and Planning Laws  <a href="http://nepa.gov.jm.209-99-16-20.ddmd-pleskweb1.webhostbox.net/symposia_03/Others/199_3300.pdf">http://nepa.gov.jm.209-99-16-20.ddmd-pleskweb1.webhostbox.net/symposia_03/Others/199_3300.pdf</a></p>	<p>Research/ Creative Expression</p> <p>Journaling/ Research/ Creative Expression</p>	<p>Students will be assigned aspects of the environmental and planning laws and policies of Jamaica. They will then analyse and modify them using simple terminology and creative methods of presentation to educate their peers on the importance of understanding and adhering to environmental laws and policies. They should also be encouraged to highlight current environmental careers, research job descriptions, match these with their personalities and reflect on the feasibility of being proficient in each job.</p> <p>Students in groups will select one environmental threat, for example, mining, soil erosion and air pollution. They will identify an area(s) in Jamaica where the activity is most prevalent and apply concepts learned (carbon footprint or climate change) to advocate for a deliberate reduction of the threat. They will present their arguments in a Letter to the Editor, oral presentation/role play at school/PTA or letter to a company. They will reflect on the process in their journals and identify the implications if these strategies are adhered to.</p>	<p>Creative expression reflects valid and reasonable arguments and appropriate value/virtue e.g. respect, law-abiding or appreciation to show the importance of adhering to environmental laws and policies</p> <p>Outputs of journaling and creative expressions display proficiency in advocacy or communication skill to highlight the benefits of a reduction in behaviours that promote environmental threats and appropriate value/virtue e.g. appreciation or respect</p>

**GRADE 7****Theme: Managing the Environment****Topic 2:****Vector Free Zone****Life Skills:**

Social: Negotiation, Advocacy, Refusal, Assertiveness  
 Cognitive: Critical Thinking, Decision Making  
 Coping: Self-awareness, Healthy Self-management

**Values/Virtues: Respect, Appreciation, Citizenship, Cleanliness**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>Analyse the mosquito as a vector and some of its diseases</li> <li>Assess the correlation between the Aedes Aegypti mosquito and various environmental health threats</li> <li>Display a willingness to commit to a reduction in behaviours that contribute to the prevalence of mosquitoes</li> </ul>	<p>Vectors are living organisms that can transmit infectious diseases between humans or from animals to humans. Many of these vectors are bloodsucking insects, which ingest disease-producing microorganisms during a blood meal from an infected host (human or animal) and later inject it into a new host during their subsequent blood meal.</p> <p>Mosquitoes are the best-known disease vector. Others include ticks, flies, sandflies, fleas, triatomine bugs and some freshwater aquatic snails. Mosquitoes are one of the deadliest animals in the world. Their ability to carry and spread disease to humans causes millions of deaths every year.</p> <p>In 2015 malaria alone caused 438,000 deaths. The worldwide incidence of dengue has risen 30-fold in the past 30 years, and more countries are reporting their first outbreaks of the disease. Zika, dengue, chikungunya, and yellow fever are all transmitted to humans by the Aedes aegypti mosquito. More than half of the world's population live in areas where this mosquito species is present.</p>	<p>Research/ Discussion/ Creative Arts</p> <p>Resource Personnel/ Games</p>	<p>Students will research the types of diseases associated with the Aedes Aegypti mosquito and present their findings to the class using visual aids, jingles, costumes and games. Research can be in groups using links below or similar: <b>Zika Virus   The Dr. Binocs Show</b></p> <p><a href="https://www.youtube.com/watch?v=WLDD8DetyyY">https://www.youtube.com/watch?v=WLDD8DetyyY</a> or <b>Chhota Bheem Explains How to Fight Dengue</b></p> <p><a href="https://www.youtube.com/watch?v=PwP_MxayXqQ">https://www.youtube.com/watch?v=PwP_MxayXqQ</a> or</p> <p><a href="https://www.youtube.com/watch?v=67MTQJ2UcAo">https://www.youtube.com/watch?v=67MTQJ2UcAo</a> or <b>Chikungunya virus infection</b></p> <p><a href="https://www.youtube.com/watch?v=tm6tMn3zYfs">https://www.youtube.com/watch?v=tm6tMn3zYfs</a>. <b>Yellow Fever Symptoms and Treatment</b></p> <p>Students will listen to resource personnel (the school nurse or health inspector) present on the relationship between vectors and environmental health threats. They will ask questions and record information for their portfolios. Then they will design board games with information learned on mosquitoes and their diseases.</p>	<p>Creative arts accurately depict information associated with the Aedes aegypti mosquito and its diseases.</p> <p>Games illustrate accuracy in the relationship between vectors and environmental health threats</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> <li>Employ social or cognitive skills in reducing the impact of the Aedes Aegypti mosquitoes on the environment</li> </ul>	<p>Different types of mosquitoes cause different diseases for example the Aedes aegypti transmits Chikungunya, dengue, yellow fever and Zika while the Anopheles mosquito transmits Malaria and the Culex transmits the West Nile Virus. Aedes Aegypti has several breeding and behavioural quirks that make it extremely difficult to control.</p>  <p><b>Aedes Aegypti</b></p> <p><b>How does the Aedes aegypti mosquito transmit viruses?</b></p> <p>The Aedes aegypti mosquito picks up a virus, such as Zika, dengue or others when it bites an infected individual. If there are no infected individuals for the mosquito to bite, it cannot spread the Zika virus because it is not infected itself.</p> <p>If the mosquito bites someone who is infected with the Zika virus, it picks up the virus from that infected person. It takes five to seven days for the virus to replicate within the now-infected mosquito. From these glands, the mosquito passes the virus from its saliva onto the person it is biting, potentially creating a newly-infected person. A single infected mosquito may be capable of infecting several people.</p>	<p>Stimulus Activity/ Reflective Questions</p> <p>Project/ Creative Expression</p>	<p>Activity begins with reflective questions and continues with feedback from the teacher throughout: For example: How will I know if I am successful in my behaviours to reduce environmental health threats?</p> <ul style="list-style-type: none"> <li>Students will volunteer to participate in clean-up activities to destroy mosquito breeding sites at school (materials should be provided to containerize garbage to be properly disposed of).</li> <li>They will take ‘selfies’ capturing their ‘voluntary’ acts at home to search and destroy mosquito breeding sites and share what they learned from the exercise.</li> <li>Prepare persuasive posters/flyers/bulletins/ advertisements aimed at encouraging others to willingly and consistently eradicate the breeding sites of vectors.</li> <li>Students can organize a Mosquito Awareness Campaign “Fight the Bite” or “Beat the Mosquitoes”</li> </ul> <p>Each group will be assigned the role of an agency/individual for example (<i>National Environment Planning Agency, Principal, Parent, Ministry of Health and Wellness, National Solid Waste Management Authority, Jamaica Environment Trust, Ministry of Finance, Chief Executive Officer of a hospital/ Chief Medical Officer of a clinic</i>).</p>	<p>Participation in activities reflects appropriate value/virtue e.g. appreciation or cleanliness and willingness or commitment towards reducing behaviours that contribute to mosquito breeding</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>What's the Aedes aegypti mosquito's lifecycle?</p> <p>An adult female Aedes aegypti mosquito may lay 100 to 200 eggs per batch. She can produce up to 5 batches during her lifetime, which is usually two weeks to one month. She lays the eggs in standing water. This often includes water around the home, such as in gutters, containers, pots, tree holes and old tires. For this reason, eliminating standing water twice a week around the home may reduce mosquito populations.</p> <p>A crucial element in vector-borne diseases is behavioural change. Education and improved awareness help people know how to protect themselves and their communities from mosquitoes, ticks, bugs, flies and other vectors.</p> <p>CDC recommends the following:</p> <p>Pregnant women should not travel to any area where the Zika virus is spreading.</p> <p>Women trying to become pregnant, and their male partners should consult with their doctor before travelling to these areas.</p> <p>Zika can be passed through sex from a person who has Zika to his or her sex partners. People who have lived in or travelled to an area with Zika and who have a pregnant partner should use condoms or they should not have sex (vaginal, anal, or oral) during the pregnancy. Condoms include male or female condoms.</p>		<p>Each group will then develop a mosquito eradication plan aligned to the roles and function of their assigned agency or individual and defend the reason for the plan. The plan should contain but not be limited to the type of mosquito to be eradicated, the type of disease caused by this mosquito, the environmental threats that can influence the spread of this disease, the effects of this disease on the environment, the target group and strategies for eradicating this mosquito. Each plan should highlight the steps in one life skill that can help in the eradication process. Students are encouraged to be as creative as possible (jingles, posters, media clips, advertisements and others).</p> <p>Students will reflect on the process and share plans for future actions inclusive of career goals related to the topic.</p>	<p>Projects illustrate an accurate understanding of the impact of vectors on the environment with proficient use of the steps in critical thinking, decision making or problem solving skill and appropriate value/virtue e.g. citizenship</p>

## **THEME: MANAGING THE ENVIRONMENT**

### **MODULE 3: HEALTH AND WEALTH**

Analyse the relationship between a sustainable and healthy environment and the social and economic well-being of students, schools and communities.

#### **About the Module**

Students need to understand and appreciate the impact and benefits of a healthy, sustainable environment on their health and well-being.

#### **Key Skills**

- Coping Skills (self-monitoring and healthy self-management)
- Social Skills (communication)
- Cognitive Skills (critical thinking, creative thinking, decision making, problem solving)

#### **GUIDANCE FOR THE TEACHER**

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

#### **LINKS TO OTHER SUBJECTS: RELIGIOUS EDUCATION, SOCIAL STUDIES, CIVICS**



**GRADE 7**      **Theme: Managing the Environment**

Module 3:      Health and Wealth

Unit 1:        Public Sanitation

Learning Goals: By the end of the unit students should be able to:

1. Understand that the maintenance of a clean natural environment is integral to good national health
2. Appreciate the role of individual responsibilities and government agencies in keeping the population healthy
3. Apply social and cognitive skills in the planning and execution of action-oriented activities in caring for the environment

**Core Values:**      **Spiritual Insights & Safeguards – 1. Vision of self and others 2. Sense of the sacred 3. Purpose of life and life-forms 4. Stewards of the environment**

**Topic: 1**            **Solid Waste Management Practises**

**Life Skills:**      Social: Communication, Assertiveness, Advocacy

Cognitive: Critical Thinking, Decision Making

Coping: Healthy Self-management

**Values/Virtues:**      **Appreciation, Cleanliness, Concern, Respect, Caring**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>• Examine patterns in managing waste at home</li> <li>• Explain the concept of E-Waste</li> <li>• Argue the importance of practising the 3Rs of waste management</li> <li>• Advocate for the enforcement of proper garbage disposal practices</li> </ul>	<p>Solid waste refers to the supervised handling of waste material from generation at the source through the recovery process to disposal.</p> <p>The Mission of the National Solid Waste Management Authority (NSWMA) states: “To ensure a clean Jamaica by managing solid waste effectively through public cleansing, adherence to public health and environmental standards, public education and enforcement programmes buttressed by advanced technology, the participation of communities and the delivery of services by a highly trained and engaged staff.”</p> <p>Containerize It! Three steps to managing your waste at home. Join us as we keep Jamaica healthy, clean and beautiful.</p>	<p>Checklist/ Class Discussion</p>	<p>Students will employ the steps outlined by the NSWMA concerning garbage disposal within the home by creating a checklist and monitoring the results over two weeks. The checklist will help them to monitor their environmental habits including patterns for garbage disposal and collection, checking for.</p> <p>Students may research the collection schedule and relay the information to parents/guardians (especially if the collection points are outside the community). Students will highlight the benefits of containerizing the garbage within the home and how they feel having assumed the responsibility. They will share their experiences with the class and good practices are encouraged for adoption.</p>	<p>Presentations reflect a clear and accurate representation of patterns of waste management in the home</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Step 1- Bag It</p> <p>Properly bag, tie and place household waste in a container (drum, mesh receptacle or skip) for collection. Keep meat frozen until your collection day to minimize odour and decomposition. Dead animals should not be placed in your waste container.</p> <p>Step 2 - Bin It</p> <p>Waste must be stored in areas easily accessible to sanitation crews. Your storage receptacle should be placed at the front of the lot where it can be accessed without hindrances 24 hours per day by collection crews. Ensure that the bottom of your waste container is pierced. Lids for the receptacles are highly recommended.</p> <p>Step 3- We will Collect It</p> <p>Your solid waste containers should be structurally sound so as not to cause injury or pose any threats to the physical safety of the crews. Click below for the collection schedule for your region.</p> <p><a href="http://www.nswma.gov.jm/">http://www.nswma.gov.jm/</a></p> <p><a href="http://www.nswma.gov.jm/resources/Waste%20Brochures.pdf">http://www.nswma.gov.jm/resources/Waste%20Brochures.pdf</a></p> <p>E-waste is a popular, informal name for electronic products nearing the end of their “useful life.” Computers, televisions, VCRs, stereos, copiers, and fax machines are common electronic products. Many of these products can be reused, refurbished, or recycled. Certain components of some electronic products contain materials that render them hazardous, depending on their condition and density.</p>	<p>Video Presentation/ICT/Projects</p>           <p>Stimulus Activity</p>	<p>Students will watch the video(s) chosen by the teacher on e-waste China: Streamlining Electronic Waste <a href="https://www.youtube.com/watch?v=sfeHsl4F-TE">https://www.youtube.com/watch?v=sfeHsl4F-TE</a> or E-waste: How big of a problem is electronic waste? <a href="https://www.youtube.com/watch?v=UyIpG7UJKyl">https://www.youtube.com/watch?v=UyIpG7UJKyl</a> and discuss the video and the implications for the future if current trends are maintained.</p>           <p>Students will examine the concepts of Reduce, Reuse and Recycle.</p> <ol style="list-style-type: none"> <li>Each student will take a few minutes and identify at least three things they can pledge to use less of (reduce).</li> <li>Students in groups will carry out an activity where they reuse an item for a week. For example, a water bottle, jar, old toothbrush or plastic bag.</li> <li>Students will take items considered trash to school to be recycled. For example, empty tissue rolls, phone cards, plastic cups, bottles, straws and others. They will in their groups draw on their creativity to use the materials for recycling to make something useful.</li> </ol>	<p>Students' responses reflect a clear and accurate understanding of e-waste</p>           <p>Stimulus activities reflect effective use of healthy self-management or decision making skill and appropriate value/virtue e.g. appreciation, cleanliness or respect to endorse the importance of practising the 3Rs of waste management.</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p><a href="http://www.nswma.gov.jm/resources/Waste%20Brochures.pdf">http://www.nswma.gov.jm/resources/Waste%20Brochures.pdf</a></p> <p><b>The 3 Rs of Waste Management</b></p> <p>Reduce means using less of something. Reducing is important because it means we make less trash</p> <p>Reuse means to use something over and over again. Recycling means using materials that would have been thrown out to make something new.</p> <p><b>How can Schools Manage Waste?</b></p> <ul style="list-style-type: none"> <li>• Separate waste. Separating waste is the first step in managing your school's rubbish</li> <li>• Reduce waste</li> <li>• Reuse waste</li> <li>• Recycle waste</li> <li>• Compost organic waste</li> <li>• Landfills, offal holes or waste pits at school</li> </ul> <p>The National Works Agency (NWA) maintains streets and sidewalks in good condition. The NSWMA and the Parish Councils are responsible for removing garbage and sweeping streets.</p> <p><b>The Importance of Proper Waste Disposal</b> Proper waste disposal is critical because certain types of waste can be hazardous and can contaminate the environment if not handled properly. These types of waste also have the potential to cause disease or get into water supplies.</p> <p>People can assist in keeping their homes, school and community clean by reducing the quantity of garbage they produce and by disposing of it correctly.</p>	<p>Field Trip/ Project</p>	<p>Students will document their journey of the 3 Rs and mount a display at school chronicling their success and promoting the importance of the 3Rs. They will challenge students to use the 3Rs to participate in a competition dubbed "Trash to Cash", proceeds will go to the Environmental Club or School's Welfare Program or signage with 3R messages. They will document and share what they have learned from the experience and how it will impact their future behaviours.</p> <p><b>Reflective Question</b> What influences my approach to waste management?</p> <p>Students will participate in a field trip on campus and within the community in which the school is located to identify areas that need to be addressed regarding waste management. They will then write a proposal to address this issue and submit it to their teacher and principal who will assess and make necessary recommendations.</p> <p>The following reflective question may be used to stimulate discussion among participants: How can I better manage my waste? What will I have to do to continue these practices in the future?</p> <p>Students along with the leadership of the school will plan a meeting with the community and present their findings both for the school and the community. Key areas to be addressed: containerizing garbage; making covers for garbage receptacles that are uncovered; burning of garbage if evident.</p>	<p>Project activities reflect critical thinking to identify appropriate solutions, communication, collaboration among peers and stakeholders and effective use of advocacy skill and appropriate value/virtue e.g. concern or caring in presenting ideas and executing activities to encourage proper garbage disposal practices.</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>For additional information, brochures can be accessed at the offices of the NSWMA and on their website.</p>		<p>A possible recommendation is to label garbage containers and identify the type of waste that should be discarded. Students may involve art students and community members to design creative messages for the receptacles. Where there is a welding department at school the students can assume the project of making covers. Organized community and school work days can be implemented.</p> <p>Students and administration must document the changes observed when these measures are put in place. Also, ascertain feedback from students and adults involved in this transformational project.</p> <p>Schools can enter the NSWMA Clean School Competition and showcase their good practices.</p>	

**GRADE 7**

**Theme: Managing the Environment**

**Topic 2: Keeping Rivers, Beaches, Gullies and Drains Clean**

**Life Skills:** Social: Communication, Advocacy, Refusal  
 Cognitive: Critical Thinking, Creative Thinking  
 Coping: Healthy Self-management, Self-awareness

**Values/Virtues: Responsibility, Appreciation, Respect, Citizenship, Cleanliness,**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>Analyse the impact of garbage on rivers, beaches, gullies and drains</li> <li>Develop logical arguments to persuade stakeholders to invest in the cleaning of drains, river banks and gullies</li> <li>Justify the importance of maintaining rivers, beaches, gullies and drains</li> </ul>	<p><b>Water pollution</b> has become a growing concern over the last century as more and more waste is being disposed of in oceans, rivers and gullies. This increase in pollution is harming food supplies, drinking water and the environment. It is also creating issues in the oceans' ecosystem and hurting the animals and plant life that rely on the oceans and rivers for their survival.</p> <p><b>Garbage pollution</b> means littering civic waste, particularly household waste into places not designated to dispose of it. It is mainly caused by mismanagement of solid waste stemming from poor practices in garbage collection and disposal.</p> <p>Without proper disposal or filtration, pollutants can spread throughout the water and contaminate animals and organisms that require water for survival.</p> <p>In addition to harming animals water pollution can also affect plants, trees, the soil and other natural materials and resources of the earth. When people rely on a specific body of water for drinking, cleaning and other purposes (as many Jamaicans use rivers) and that water becomes polluted it can become a major issue.</p> <p>While water pollution is a growing concern, it cannot always be easily observed by the naked eye or by taste. Water that appears to be clean may have hidden pollutants</p>	<p>Video Presentation/ Discussion</p> <p>Video Presentations/ Interview/ Presentations</p>	<p>Students will discuss the question, 'How can my actions result in pollution of the rivers, beaches, gullies or drains?' They will then watch the video entitled 'Nuh Dutty Up Jamaica' (<a href="https://www.youtube.com/watch?v=NaGJLO76py0">https://www.youtube.com/watch?v=NaGJLO76py0</a>) and discuss the content.</p> <p>From the video, students will note the results of improper garbage disposal on the rivers, beaches, gullies and drains and highlight the potential impact on humans, animals, the ecosystem and the island as a whole.</p> <p>Students will watch the video Harbour View Victory <a href="https://www.youtube.com/watch?v=h8DgTqvD4Sk">https://www.youtube.com/watch?v=h8DgTqvD4Sk</a> - How a community challenged and won. Students will note what impacted them most from the video. They will then conduct interviews with family and friends to ascertain the local drains, river banks and gullies in their communities.</p> <p>With the assistance of adults, they will visit these sites or plan field trips and document using pictures and videos their findings. Students will present the information to the class and share how they feel about the information learnt and what they can do to minimize garbage pollution and its effects. As a whole group, they will analyse the information</p>	<p>Students' responses reflect a detailed and accurate understanding of the impact of garbage on rivers, beaches, gullies and drains</p> <p>Recommendations made in presentations are evidence-based and realistic to persuade stakeholders to implement their proposals to improve efforts to keep the drains, rivers banks and gullies clean.</p>



## **THEME: MANAGING THE ENVIRONMENT**

### **MODULE 4: SUSTAINING THE ENVIRONMENT**

Demonstrate scientifically sound and affordable responses to the creation of healthy and sustainable environments and the reduction of environmental health threats in the home, school, community and region.

#### **About the Module**

Students need to develop the knowledge and skills to effectively utilise scientifically sound and affordable responses to address both the issues of protecting the environment and protection from the environment.

#### **Key Skills**

- Coping Skills (healthy self-management, self-monitoring)
- Social Skills (communication, assertiveness, negotiation, advocacy)
- Cognitive Skills (critical thinking, creative thinking, problem solving, decision making)

#### **GUIDANCE FOR THE TEACHER**

Teachers should:

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

#### **LINKS TO OTHER SUBJECTS: RELIGIOUS EDUCATION, SOCIAL STUDIES, CIVICS**

**GRADE 7****Theme: Managing the Environment**

Module 4:

Sustaining the Environment

Unit 1:

Healthy and Sustainable Environment

Learning Goals:

By the end of the unit students should be able to:

1. Understand scientifically sound and affordable responses to the creation of a healthy and sustainable environment
2. Recognize the benefits of adopting sound practices for reducing environmental health threats in the home, school, and community.
3. Apply appropriate life skills to select appropriate responses for reducing threats to the environment and prioritise environmental threats.

**Core Values:**

**Spiritual Insights & Safeguards – 1. Vision of self and others 2. Sense of the sacred  
3. Purpose of life and life-forms 4. Stewards of the environment**

**Topic: 1****Reducing My Impact on the Environment****Life Skills:**

Social: Communication, Advocacy, Assertiveness

Cognitive: Critical Thinking, Creative Thinking

Coping: Healthy Self-management, Self-awareness

**Values/Virtues:****Appreciation, Respect, Commitment, Stewardship**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>• Examine Jamaica's main environmental concerns</li> <li>• Analyse ways to protect self and others from environmental threats</li> </ul>	<p>DEMOGRAPHICS OF JAMAICA 2020 Capital: Kingston Population: 2,961,167 Land Surface: 11,424 km<sup>2</sup> Population Density: 272 persons/km<sup>2</sup> Urban Population: 55.2% Population Growth Rate: 0.4% Currency: Jamaican dollar</p> <p>Jamaica is prone to several natural hazards. The island is located within the hurricane belt and has experienced many hurricanes. Jamaica has also a history of seismic activity. Jamaica is also at risk of man-made hazards including oil spills and fires.</p> <p>Environmental concerns in Jamaica include water quality and its distribution; energy use; personal safety and security; pollution of air, land and water; deforestation; land erosion;</p>	<p>Video/ Group work/ Presentation</p> <p>Games/ Discussion</p>	<p>Watch NEPA video "Kingston Harbour – Dead or Alive?" or video (see link below) <a href="https://www.youtube.com/watch?v=A0pB1qw8SMs">https://www.youtube.com/watch?v=A0pB1qw8SMs</a></p> <p>In groups, students will identify and examine the issues and environmental concerns outlined in the video. Groups will select one or two concerns from the video and prepare recommendations for solving those concerns which they will present to the class.</p> <p>Students will play a game called 'Name the Threat.' Each group will send a representative to where the teacher directs them to go. Teacher will pass along a bag or basket with folded paper and each student will take one.</p> <p>They will hurry back to their groups, read the information and decide on the</p>	<p>Presentations show an accurate understanding of Jamaica's environmental concerns</p> <p>Discussions reflect accurate and scientifically sound knowledge of environmental threats and students' ability to use critical thinking</p>



Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> <li>Argue the importance of creating a sustainable environment for health and well-being</li> <li>Advocate for a reduction in the exposure of environmental health risks</li> </ul>	<p>open burning; habitat/biodiversity loss and damage to coral reefs. Each of these concerns affects human health in various ways.</p> <p>Environmental sustainability is defined as responsible interaction with the environment to avoid depletion or degradation of natural resources and allow for long-term environmental quality. The practice of environmental sustainability helps to ensure that the needs of today are met without jeopardizing the ability of future generations to meet their daily needs.</p> <p>Human actions have the potential to deplete natural resources, and without the application of environmental sustainability methods, the long-term existence will be compromised</p> <p>People must recognize the link between human health and the “health” of the environment because humans interact with the environment constantly. These interactions affect quality of life, years of healthy life lived, and health disparities. Pollutants reach humans through the food eaten, water used and consumed, and the air breathed and endanger health in both immediate and long-lasting ways</p> <p>The earth is a giant ecosystem that deserves to be protected. Without the environment, it would be impossible to thrive as humans. It’s up to each individual to do his/her part to help protect the environment. When you reduce the amount of water used, reduce the use of electricity, prevent items from going into landfills or save on natural resources, you help to protect the environment</p> <p>Tips for protecting the environment can be found in the content of the lesson on Carbon Footprint as well as clicking on the link below which has over 50 ways we can help to protect the environment.</p> <p><a href="https://www.consumerprotect.com/protecting-the-environment/">https://www.consumerprotect.com/protecting-the-environment/</a></p>	<p>Panel Discussion</p> <p>Creative Arts/ Journaling</p>	<p>name of the threat. Students will explore various scientifically sound and affordable ways to protect self and others from the identified threat and create simulations to present their recommendations. Students will provide individual feedback on the various recommendations shared.</p> <p>Students work in groups to simulate a panel discussion on the importance of creating a sustainable environment for health and well-being. They will select appropriate categories of persons to be represented and decide who will enact each role. Students may use responses to sample reflective questions as their closing remarks. How can I make a difference as a citizen? What actions can I take to protect my family, friends and community members from environmental health threats?</p> <p>Students will work in small groups to prepare posters/charts to advocate for a reduction in exposure to environmental health risks. Posters or charts may include causes, effects and solutions. These can be displayed in the communities, local libraries, local stores and government buildings and around the school compound. They will then watch and discuss the video “Do Individuals Matter” <a href="https://study.com/academy/lesson/the-role-of-individuals-in-protecting-the-environment.html">https://study.com/academy/lesson/the-role-of-individuals-in-protecting-the-environment.html</a></p> <p>They will then reflect on how much they matter in the protection of the environment by making journal entries.</p>	<p>skills to decipher appropriate and affordable recommendations.</p> <p>Discussions reflect students’ awareness of the importance of creating a sustainable environment for health and well-being with emphasis on appropriate value/virtue e.g. appreciation or commitment</p> <p>Creative arts effectively illustrate steps in advocacy skill and appropriate value/virtue e.g. respect or appreciation</p> <p>Journal entries reflect self-awareness skill in evaluating how ‘self’ impacts others and exploring ways in which behaviour can be improved in future along with appropriate value/virtue such as respect or appreciation</p>

**GRADE 7**

**Theme: Managing the Environment**

**Topic 2:**

**Public Health is My Business**

Life Skills:

Social: Communication, Advocacy  
 Cognitive: Critical Thinking, Creative Thinking  
 Coping: Healthy Self-management

**Values/Virtues: Responsibility, Stewardship, Respect, Self-discipline**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>Explain the term public health</li> <li>Analyse the correlation between public health and environmental health</li> <li>Justify the benefits of a healthy, sustainable environment as it relates to the socioeconomic well-being of humans</li> <li>Demonstrate problem solving skill to resolve issues of street cleaning, dumps and managing open lots</li> </ul>	<p><b>PUBLIC HEALTH CONNECTS US ALL</b></p> <p>Public health is the science of protecting and improving the health of people and their communities. This work is achieved by promoting healthy lifestyles, researching disease and injury prevention, and detecting, preventing and responding to infectious diseases. Overall, public health is concerned with protecting the health of entire populations.</p> <p>These populations can be as small as a local neighbourhood, or as big as an entire country or region of the world. It is necessary to keep vacant lots empty of garbage, other waste and overgrown vegetation, to ensure the safety and health of persons in the community (reduce pests, improve aesthetic accidents and crime).</p> <p><b>Benefits of a Healthy Sustainable Environment to Socio-economic Wellbeing</b></p> <ul style="list-style-type: none"> <li>Reduction in energy use can save money</li> <li>Reduction in the use of raw materials can cut your costs</li> <li>Reduction in water use can cut water bills</li> <li>Recycling equipment and materials could generate income and save on disposal costs</li> </ul>	<p>Research/ Discussion</p> <p>Resource Person/ Discussion/ Survey</p>	<p>Students in groups will research the term public health and present their findings to the class. They will participate in a discussion to answer the following questions based on their findings and experiences.</p> <ol style="list-style-type: none"> <li>Is public health my business?</li> <li>What is my role as a citizen in the public health of my country?</li> <li>Do I have a voice? How can I use my voice?</li> </ol> <p>Students will attend interactive presentations facilitated by members of the public health team, street cleaners and owners of open lots or citizens who live or operate businesses near open lots. These individuals will share their expectations of this generation in contributing to a sustainable environment.</p> <p>Students will develop a survey to distribute among peers, family and community members. The aim is to ascertain their concerns, their fears and obtain recommendations on how to improve on the current trends. Students will declare if the factors cited as issues have the potential to impact the socioeconomic well-being of humans.</p>	<p>Students' responses reflect a clear and accurate understanding of the term public health and their roles as citizens</p> <p>Discuss points and conclusions from surveys utilize steps in critical thinking skill to determine the possible correlation between health and well-being, street cleaning dumps and managing open lots</p>



Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Common negative effects of human behaviour on the environment include decreased water quality, increased pollution and greenhouse gas emissions, depletion of natural resources and contribution to global climate change. Some of these are the direct result of human activities, whereas others are secondary effects that are part of a series of actions and reactions.</p> <p>This behaviour is deemed “unsustainable” because we are depleting some resources in quick succession. We need to provide for more people as worldwide population growth continues unabated, and we are degrading many parts of our environment land, seas, and air as we try to sustain our current way of life.</p>			

## **THEME: MANAGING THE ENVIRONMENT**

### **MODULE 5: SOURCES OF INFORMATION**

Develop knowledge and skills to access age-appropriate sources of information, products and services as it relates to managing the environment.

#### **About the Module**

Students should be capable of identifying, accessing and critically assessing age-appropriate information, products and services relating to managing the environment.

#### **Key Skills**

- Coping Skills (healthy self-management)
- Social Skills (communication)
- Credibility, Reliability, Education

#### **GUIDANCE FOR THE TEACHER**

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

#### **LINKS TO OTHER SUBJECTS: RELIGIOUS EDUCATION, SOCIAL STUDIES, CIVICS**

**GRADE 7****Theme: Managing the Environment**

Module 5:

Sources of Information

Unit 1:

Access to Sources of Environmental Health Information

Learning Goals:

By the end of the unit students should be able to:

1. Be able to access age-appropriate sources of information, products, and services related to managing the environment
2. Recognize the importance of environmental agencies in protecting the environment
3. Apply life skills to locate and utilize appropriate resources within the community, regarding managing the environment.

**Core Values:**

**Spiritual Insights & Safeguards – 1. Vision of self and others 2. Sense of the sacred  
3. Purpose of life and life-forms 4. Stewards of the environment**

**Topic: 1****Resources to Keep the Island Clean****Life Skills:**

Social: Communication, Advocacy, Assertiveness

Cognitive: Critical Thinking, Creative Thinking

Coping: Healthy Self-management, Self-awareness

**Values/Virtues:****Efficiency, Courage, Commitment, Self-Mastery, Stewardship, Willingness, Accountability**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>• Analyse products and services related to managing Jamaica's environment</li> <li>• Justify the importance of being able to efficiently access information on Jamaica's environmental issues</li> </ul>	<p>In Jamaica, several government institutions have been mandated to oversee the protection of the environment These agencies include (but are not limited to):</p> <ul style="list-style-type: none"> <li>• Ministry of Agriculture and Fisheries</li> <li>• National Environment and Planning Agency</li> <li>• National Solid Waste Management Authority</li> <li>• Institute of Jamaica's Natural History Museum</li> <li>• Forestry Department</li> <li>• Water Resources Authority</li> <li>• Environmental Foundation of Jamaica</li> </ul> <p>The Jamaica Environment Trust (JET) library contains a wide range of brochures, manuals, reports, legal opinions, reviews, periodicals, and fact sheets which will bring provide factual and reliable information on three focus areas: environmental education, law and advocacy, and conservation.</p>	Brainstorming/ Discussion/ Research	<p>Students will brainstorm environmental agencies and services they are aware of and the teacher will document them. They will then conduct research into environmental agencies, their products and services, analysing their taglines, mission and vision statements. They will correlate these products and services with their taglines/mission statements and surmise if the organization is fulfilling its mandate. For example:</p> <ul style="list-style-type: none"> <li>• Jamaica Environment Trust: A Voice for Jamaica's natural resources</li> <li>• The National Environment and Planning Agency: Managing and Protecting Jamaica's Land, Wood, Air and Water</li> </ul>	Research findings are in-depth and accurate



## Carbon Footprint Activity

Link for Carbon Footprint worksheet topic one activity 2: [https://www.teachengineering.org/content/cub\\_/lessons/cub\\_whatkindoffootprint/cub\\_footprint\\_lesson01\\_worksheet\\_v3\\_tedl\\_dwc.pdf](https://www.teachengineering.org/content/cub_/lessons/cub_whatkindoffootprint/cub_footprint_lesson01_worksheet_v3_tedl_dwc.pdf)

See links for additional information: that can add credence to the need to care for the environment and to know how to access information, resources and funds, especially as it relates to the challenges in their communities.

[http://nepa.gov.jm/new/legal\\_matters/laws/index.php](http://nepa.gov.jm/new/legal_matters/laws/index.php)

<http://www.hmf.com.jm/practice-areas/environmental-law-compliance>

[http://nepa.gov.jm/student/resource-material/pdf/Environmental\\_Care\\_and\\_Management\\_Presentation.pdf](http://nepa.gov.jm/student/resource-material/pdf/Environmental_Care_and_Management_Presentation.pdf)



# **SAMPLE LESSONS**

<b>Subject: Health &amp; Family Life Education</b>	
<b>Theme: Appropriate Eating and Fitness</b>	<b>Grade: 7</b>
<b>Topic: Making Healthy Food Choices!</b>	<b>Sub-Topic: “Small Changes – A Big Difference!”</b>
<b>Duration: 2 Sessions</b>	
<b>General Objective:</b> Students will understand the importance of using self-restraint to make healthy food choices to improve health and prolong life.	
<b>Value: Self-Restraint</b>	
<b>Dominant Life Skill: Decision Making</b>	
<p><b>Specific Objectives:</b> At the end of the lesson students will be able to:</p> <p><b>Knowledge</b> – Propose at least two ways in which eating habits can be improved.</p> <p><b>Attitude</b> - Express the need to practice self-restraint from unhealthy food choices and eating habits.</p> <p><b>Skill</b> - Demonstrate decision making skill along with self-restraint to make healthy food choices.</p>	
<p><b>Content Summary:</b> Your food choices each day affect your health. Good nutrition is an important part of leading a healthy lifestyle. A healthy diet can help to maintain a healthy/desired/appropriate weight, promotes growth and development, reduces your risk of chronic diseases (like heart disease and cancer), and promote your overall health.</p> <p><b>Ways to Improve Eating Habits:</b></p> <ul style="list-style-type: none"> <li>• Drink more water</li> <li>• Eat a variety of foods from all the food groups daily</li> <li>• Reduce the intake of sugary foods and drink</li> <li>• Reduce intake of salty and processed foods</li> <li>• Reduce intake of fats and oils</li> </ul> <p>The Food Groups are:</p> <ul style="list-style-type: none"> <li>• Carbohydrates – flour, rice,</li> <li>• Proteins – chicken, milk</li> <li>• Fruits-apples, bananas</li> <li>• Vegetables – carrot, cabbage</li> <li>• Oils – butter, margarine</li> </ul> <p><b>Self-Restraint</b> is the <b>Value</b> that enables one to exercise self-control over one’s impulses, feelings, desires, actions, or thoughts.</p> <p>The life skill, <b>Decision Making</b>, speaks to the action or process of choosing between one or more courses of action. It involves choosing between possible solutions to a problem.</p> <p><b>Steps in Decision Making:</b></p> <ul style="list-style-type: none"> <li>• State the problem.</li> <li>• Examine the consequences of the problem.</li> <li>• State your desired objective</li> <li>• Examine all alternatives and possible outcomes.</li> <li>• Make a decision.</li> <li>• Act on your decision.</li> </ul>	
<b>Resources:</b> HFLE Curriculum Guide, Video presentation: <a href="https://www.youtube.com/watch?v=xzOqEs2uQOE">https://www.youtube.com/watch?v=xzOqEs2uQOE</a>	

### Engagement:

- The class will play a game which allows students to share their favourite foods.  
*Game Jingle* - Trunks of the Elephant, Wanna Guess?  
No Repeat, No Hesitation  
No concentration, Favourite Food  
Starting with (Name of person)  
If So, Let's Go
- Students will be allowed to either establish ground rules or reaffirm those already established. They will be introduced to the lesson topic, the life skill (decision making) and value (self-restraint).
- The problem statement will be shared with the students: **Unhealthy eating habits is a contributing factor to the growing rate of non-communicable diseases such as diabetes and cardiovascular disease among adolescents and is one of the leading causes of death in Jamaica.**

### Exploration/Explanation:

Students will watch a video (<https://www.youtube.com/watch?v=xzOqEs2uQOE>) titled, "10 Deadliest Fast Foods You Won't Believe Exist In America" showing at least five unhealthy eating practices and the consequences of these eating habits. Students will discuss and reflect on their favourite food choices mentioned during the engagement activity in the lesson and those that the video showed as unhealthy eating practices. Students will sit in groups of four and each group will make a list of unhealthy foods/eating habits that they usually enjoy.

Each group will be given an unhealthy eating habit from the video to work with. Members of each group will collaborate and propose at least two ways in which unhealthy eating habits can be improved. Each group will present their "Healthier Eating Proposal."

Students will be asked to share their understanding of the value of self-restraint and then watch the following video on the value: <https://www.youtube.com/watch?v=l9Uoapsqk2Y>. Each group will be given a sheet of paper with the following reflective questions:

- How can my food choices negatively affect my health?
- How do use self-restraint to avoid eating unhealthy foods?
- How can I improve my diet?

### Explanation- Life Skills Development Stage:

Students will share their responses to the reflective questions and will then be introduced to the steps in "Decision Making" that will be mounted on a chart. They will then share their understanding of each step within the context of the video used in the exploration activity of the lesson.

Steps in Decision Making:

1. State the problem.
2. Examine the consequences of the problem.
3. State your desired objective
4. Examine all alternatives and possible outcomes.
5. Make a decision.
6. Act on your decision.

**Elaboration:**

Students will work in small groups to create and deliver motivational speeches on one of the following to be presented to the class/school on the benefits of self-restraint from unhealthy food choices or eating habits:

- Water Day- self-restraint from soda/sweet juices
- Fruit Day – self-restraint from sweet snacks
- Take your healthy lunch to school

**Evaluation:**

Students will create a self-monitoring checklist to monitor their diet over a week and/or a checklist that their peers will be assigned to observe and document each other's food choices over the period.

Preparations will be made for the students to use the Home Economics lab to prepare a healthy lunch/snack using a limited budget. The Home Economics teacher will assist by demonstrating a simple healthy lunch/snack to enhance students' meal preparation skills.

**Assessment Questions:**

Were students able to:

1. Accurately propose at least two ways in which eating habits can be improved?
2. Effectively express the need to practice self-restraint from unhealthy eating habits and food choices?
3. Competently demonstrate decision making skill along with self-restraint to make healthy food choices?

**Teacher's Evaluation:**

**NB. Some activities may need to be differentiated based on the class profile**

<b>Subject: Health and Family Life Education</b>	
<b>Theme: Safety and Security</b>	<b>Grade: 7</b>
<b>Topic:</b> Preserve and Protect (My Rights: My Responsibilities)	<b>Sub-Topic: “No Gangs Around Here!”</b>
<b>Duration: 2 sessions</b>	
<b>General Objective:</b> Students will make appropriate choices to minimize risks to safety and security of themselves and others.	
<b>Value:</b> Self-restraint	
<b>Dominant Life Skill:</b> Refusal	
<p><b>Specific Objectives:</b> At the end of the lesson students should be able to:</p> <p><b>Knowledge:</b> Describe at least five characteristics of gangs</p> <p><b>Attitude:</b> Justify the importance of having self-restraint in gang-related situations that will hinder safety and security</p> <p><b>Skill:</b> Demonstrate refusal skill that depicts self-restraint in avoiding gang membership</p>	
<p><b>Content Summary</b></p> <p>Gangs- all groups, associations or cliques that, in the judgment of the school leadership, appear to use or promote anti-social, violent, disruptive, or delinquent behaviours are classified as gangs.</p> <p>In other words, gangs are two or more persons with the main purpose to commit an offence causing harm and gaining illicit benefit.</p> <p>( Anti-Gang Legislation, 2014)</p> <p>Any other group that seeks to identify themselves by a name, dress, emblem, tattoo or particular behaviour and in so doing violates the rules of the school or threatens the general discipline and order of the school. (Safety and Security MOE, Jamaica, 2007).</p>	
<p><b>Content for Objectives 1 and 2</b></p> <p>Characteristics of a Gang</p> <ul style="list-style-type: none"> <li>• A gang usually has a leader</li> <li>• Members use aliases</li> <li>• Gangs usually identify with a particular colour, symbols and signs</li> <li>• Gangs give themselves names</li> <li>• Vandalism against other persons' property</li> <li>• Stabbings</li> <li>• Shootings/Sometimes Murder</li> <li>• Any violence which amounts to an assault against a person (s) with or without a weapon (for example gang beating/stoning/verbal assault</li> <li>• Intimidate others</li> <li>• The moral endangerment of others eg. Bullying, verbal abuse, abusive nicknames</li> <li>• Transportation or sale of an illegal substance or other contraband.</li> <li>• Any activity prohibited by the laws of Jamaica (eg. Stealing, sexual assault, rape, extortion, etc)</li> <li>• N.B Gangs hurt people physically and emotionally</li> </ul>	
<p>Benefits of reducing the personal risk associated with gang involvement:</p> <ul style="list-style-type: none"> <li>• Decrease the risk of being arrested by the police.</li> <li>• Get more time to pursue and achieve educational goals</li> <li>• Be a positive role model for others</li> <li>• Being in a safer environment</li> <li>• Live longer</li> </ul>	

**Below are some practical measures to employ that will help students to be more responsible and demonstrate the steps in the refusal skill as they stay away from gangs. ( Positive Alternative Activities to Combat Gang Involvement.)**

- Partnership- Walk with Positive Peers.
- Be involved in meaningful interactions at school and in the community
- Get connected with positive groups such as uniformed groups, drum corps, youth clubs, school clubs and societies to name a few
- Get involved in mentorship programmes
- Get involved in athletics

**Self-restraint** is the **value** that allows a person to control his/her actions and emotions. Students who possess self-restraint tend to have strong willpower to resist situations that can compromise safety and security. They will not be easily led to get involved in a gang or participate in gang-related activities.

**Steps in Refusal Skill:**

- Use the word “no” in your refusal.
- Emphasize your refusal by repeating the refusal assertively (clear, strong voice, eye contact, no smiling)
- Use appropriate body language (serious expression, walking away, gesturing with hands)
- Give your reasons for refusing or list possible consequences
- Suggest an alternative
- Change the subject or walk away
- Report to an adult when necessary

**Resources:** HFLE Curriculum Guide

**Engagement:**

- A basket or a bag filled with the names of the students, each written on separate and folded paper, will be passed around the class. As students get the basket they will select one paper and unfold it to see whose name they have received. If a student selects his/her name, he/she should refold and return the paper and select another name. Upon receiving the name, the student should write an encouraging thought to the name received. Teacher will ask the students to give each other their thoughts in an orderly manner. Each student will read their personalized thoughts aloud which will be followed by the class saying the affirmation, “Believe in Yourself!”
- Students will recap expected behaviours during an HFLE class. The lesson topic, value and life skill will be introduced.
- The problem statement will be shared with the class for reflection throughout the lesson: **Gang involvement has serious negative consequences that include family problems, poor mental and physical health, substance use/misuse, crime, violence, prison and death.**

**Exploration:**

In groups, students will discuss the question, ‘What is a gang?’. They will then read or listen to the following case scenario in their groups and answer the questions that follow.

**Case Scenario**

Jason and his twin sister Janet are 15 years old. They and some of their schoolmates call themselves the Hijackers. The Hijackers are well known in the community and was started by an adult known as “The Ants”. Each member of the Hijackers has an alias and is rarely called by his/her birth name. The Hijackers got their name because at first, they used to steal snacks and other food items from the school vendors. They would gather around a particular vendor at break or lunchtime and some of the boys would shout out loud orders to distract the vendor – while the others steal from the vendor. Some of the vendors knew of the practice of the Hijackers but no one reported them to the police because “The Ants” protected them. But more recently they’ve been into drugs such as marijuana and cocaine. Jason and Janet do not do drugs as they have seen the effects but they deal in them. Every member of the Hijackers does – that’s how they make their money. Just recently other members have been putting pressure on the twin to get their little brother, Ellis, who is 8 years old involved. The others think he would make a good go-between between the dealers and their clients. Jason and Janet feel uneasy about this but are too scared to say so.

Students will:

- Describe the characteristics of a gang.
- In small groups explore the PUSH FACTORS for gang involvement and share, which if any, make/s them or someone they know most vulnerable/or at a greater risk of becoming involved in gangs/gang-related activities.

### **PUSH FACTORS**

- Desire for Power
- Desire for Respect
- Desire for Protection
- Desire for Money
- Desire for Love
- Sense of Belonging

Questions: Were any of these ‘Push Factors’ evident in the scenario above? Discuss:

- Students will be divided into two groups to use the activity of either *picture sorting* or *watching a video* to describe the characteristics of gangs. They will look at pictures/watch the video that depict gang-related activities (similar to the activities mentioned in the content summary) and label these pictures and share their descriptions with the class. Students will also find a positive substitute for each gang-related activity.
- Students will be asked for their understanding of the value of self-restraint. Clarifications will be provided as students discuss their thoughts on the value.
- Students will answer the following **reflective questions** in their journals:
  - ❖ How can joining a gang negatively affect the quality of my life?
  - ❖ How can I use self-restraint to avoid gang involvement?

### **Explanation:**

Students will be taught the steps in Refusal skill. In small groups, students will then practise the steps in Refusal using a game called “Sequence” where the first participant will say and carry out the action of the first step in refusal, and the second will say and carry out the action of the first and the second steps and so on until all steps have been demonstrated. If a step is missed the group should repeat the missed step and continue to the other steps. After completion, the groups will be dubbed, “Conquerors of Gang Involvement”.

### **Steps in Refusal Skill:**

- Use the word “no” in your refusal.
- Emphasize your refusal by repeating the refusal assertively (clear, strong voice, eye contact, no smiling)
- Use appropriate body language (serious expression, walking away, gesturing with hands)
- Give your reasons for refusing or list possible consequences
- Suggest an alternative
- Change the subject or walk away
- Report to an adult when necessary

### **Elaboration/Life Skill Development Activity:**

Students will role-play scenarios of refusing gang involvement using the steps in Refusal Skill along with a “**No Gangs Around here!**” mantra depicting the value of self-restraint. For the step that states, ‘Suggest an Alternative’, students should share an alternative approach learnt to **mitigate against gang activities**. (Some of the positive substitutes used in the exploration of the lesson can be used here too)

N.B. – Groups can be creative and form their own mantra for this activity.

### **Approaches to mitigate gang activities**

- Practise behaviours that you do not have to hide to engage in.
- Stay with positive friends. These friends focus on their academic work and enjoy extracurricular activities.
- Keep company only with persons who are positive/responsible and are kind to you and others.
- Keeps friends who obey both school rules and the laws of the country.
- Behaviours that should be hidden most time should not be done (If I have to hide and does it probably **should not** do it).
- Avoid that individual or places where those individuals hang out.
- Be conscious of your environment. Do not ignore any signs or perceived threats.
- Speak Out! Say No! Tell an adult. ( Report it)

### **Evaluation:**

Journal/Reflective Questions:

How will being a part of a gang negatively affect my life? How can I

successfully refuse gang involvement?

What does the slogan “a gang is a dead end” mean to me?

Use answers to the above questions as a guide to do the following: create a dub poem or a song on a popular rhythm to demonstrate how they would use the steps of refusal skill to depict self-restraint in avoiding gang membership.

### **Assessment Questions:**

Were students able to:

1. Describe at least five characteristics of gangs?
2. Justify the importance of having self-restraint in gang-related situations that will hinder safety and security?
3. Skill: Demonstrate refusal skill that depicts self-restraint in avoiding gang membership?

### **Teacher’s Evaluation:**



**GRADE 8**

**SELF & INTERPERSONAL  
RELATIONSHIPS**

## Self and Interpersonal Relationships – Grade 8 – TERM 1

REGIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
<b>RS SIR 1:</b> Examine the nature of self, family, school, and community and their influences to build strong healthy relationships	<ol style="list-style-type: none"> <li>Demonstrate ways to use adverse experiences for personal growth and development.</li> <li>Recognise risks to mental and emotional well-being.</li> <li>Demonstrate an understanding of issues that impact relationships within the family, school and community.</li> </ol>	<ol style="list-style-type: none"> <li>Understanding Self</li> </ol>	<ol style="list-style-type: none"> <li>Personal Growth and Development</li> <li>Building Healthy Relationships</li> </ol>	<ul style="list-style-type: none"> <li>Boosting My Emotional Health</li> <li>My Bounce-back-ability</li> <li>My Relationships Support Me Positively</li> </ul>
<b>RS SIR 2:</b> Acquire coping skills which will enable them to shun behaviours and lifestyles associated with crime, drugs, violence, motor vehicle accidents and other injuries.	<ol style="list-style-type: none"> <li>Demonstrate skills to avoid high-risk situations and pressure to use alcohol and other illicit substances.</li> <li>Display skills to prevent the escalation of violence at home, school and in the community.</li> </ol>	<ol style="list-style-type: none"> <li>Coping with Risk and Adversity</li> </ol>	<ol style="list-style-type: none"> <li>Reducing Risky Behaviour</li> <li>Conflict Management</li> </ol>	<ul style="list-style-type: none"> <li>Preserving Me from Self-Injury</li> <li>Drug Free, That's Me!</li> <li>Take the Lead: Don't Do Weed</li> <li>Letting Go</li> <li>My Anger Does Not Control Me</li> <li>Conflict Free</li> </ul>
<b>RS SIR 3:</b> Respect the rich diversity that exists among Caribbean peoples as a valuable resource for sustainable development of the region within the framework of democratic and ethical values.	<ol style="list-style-type: none"> <li>Critically examine how relationships can be affected by personal prejudices and biases.</li> <li>Recognise that the development of the region depends on individual and collective efforts at all levels of society.</li> </ol>	<ol style="list-style-type: none"> <li>Respect and Tolerance for Self and Others</li> </ol>	<ol style="list-style-type: none"> <li>Embracing Diversity</li> </ol>	<ul style="list-style-type: none"> <li>Respecting Differences</li> </ul>

## **THEME: SELF AND INTERPERSONAL RELATIONSHIPS**

### **MODULE 1: UNDERSTANDING SELF**

Examine the nature of self, family, school and community and their influences to build strong healthy relationships.

#### **About the Module**

Acceptance of self, the need to belong and the need to be loved are some of the universal needs and rights that contribute to the shaping of our individual selves. Students need to develop a healthy self-concept to foster healthy relationships within the family, school and community. They also need to be assisted in developing resilience –the capacity to assess, cope, manage and benefit from the various influences that impact relationships.

#### **Key Skills**

- Coping Skills (healthy self-management, self-awareness)
- Social Skills (communication, interpersonal relations)
- Cognitive Skills (critical thinking, creative thinking, problem solving, decision making)

#### **GUIDANCE FOR THE TEACHER**

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

#### **LINKS TO OTHER SUBJECTS: RELIGIOUS EDUCATION**

**GRADE 8****Theme: Self and Interpersonal Relationships**

Module 1:

Understanding Self

Unit 1:

Personal Growth and Development

Learning Goals:

By the end of this unit, students should be able to:

1. Understand factors that affect personal growth and development
2. Appreciate the importance of maintaining positive mental and emotional well-being
3. Apply life skills to use adverse experiences for personal growth and development

**Core Values:**

**Moral lenses – 1. Respect for self 2. Respect for others 3. Positive outlook  
4. Stewardship/service**

**Topic 1:****Boosting My Emotional Health**

Life Skills:

Social: Communication, Empathy

Cognitive: Problem solving, Critical Thinking, Decision Making

Coping: Self-awareness, Coping with Emotions, Coping with Stress

**Values/Virtues:****Adaptability, Assiduousness, Caring, Wisdom, Resilience, Supportive, Changeability**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>• Summarize characteristics that support positive mental and emotional health</li> <li>• Distinguish between healthy and unhealthy states of well-being</li> <li>• Propose strategies to reduce risks and minimize harm to mental and emotional health</li> </ul>	<p>The World Health Organisation defines mental health as a “state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and can contribute to his or her community.”</p> <p>It includes our social, emotional and psychological well-being; how we think, feel about ourselves and act; how we handle stress, our relationships with others and the choices we make.</p> <p>Positive mental health allows us to cope with the normal stresses of life, realize our own potential and contribute productively to our community. Some characteristics of positive mental or emotional health are:</p> <ul style="list-style-type: none"> <li>• Positive self-esteem and self-acceptance</li> </ul>	Brainstorming/ Collage	<p>In groups, students will discuss their understanding of the term ‘emotional well-being’ and present their idea of a person who is in ‘good mental health’. The representation should include an illustration and description of the person; what makes them healthy (mentally) and supportive or protective factors/actions that allow them to maintain a healthy mental/emotional state. As a class, they will discuss the various illustrations, noting the characteristics/factors which support positive mental/emotional health, adding to the list of characteristics where necessary. Teacher will provide feedback and clarify where necessary.</p>	Summary accurately describes characteristics that support positive mental and emotional health



Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<ul style="list-style-type: none"> <li>• Overly shy or aggressive temperament</li> <li>• Low self-esteem</li> <li>• Low intelligence</li> <li>• Poor bonding with parents and/or guardians</li> <li>• Unstable family environment</li> <li>• Harsh discipline</li> <li>• Academic failure</li> <li>• Bullying or peer rejection</li> <li>• Poor school attendance</li> <li>• Grief or emotional trauma</li> <li>• Difficulties transitioning into school</li> <li>• Physical or sexual abuse</li> <li>• Discrimination or isolation</li> <li>• Socioeconomic disadvantage</li> <li>• Lack of access to support services</li> </ul> <p>Protective factors include:</p> <ul style="list-style-type: none"> <li>• Positive self-esteem</li> <li>• Easy temperament</li> <li>• Good social and emotional skills</li> <li>• Good coping skills</li> <li>• Good attachment to parents and guardians</li> <li>• Strong family support and family values</li> <li>• Stable family environment and supportive parents</li> <li>• Positive school climate</li> <li>• Academic achievement</li> </ul>	<p>Self-assessment/ Journaling</p>	<p>Students will create a checklist of the risk and protective factors for positive mental health/emotional well-being. They will use the checklist to determine if they need support to improve their emotional well-being. In their journals, they will reflect on their assessment and indicate what new actions they will take to address the concerns noted. For a month, they will record actions they have taken that have had a positive effect on their emotional well-being, as well as that of others. They should include how they feel about themselves as they progress with the activity. Students will share their progress with the class and feedback will be provided by the teacher. The following questions should be used to guide their reflection:</p> <ul style="list-style-type: none"> <li>• How do I feel about my emotional well-being?</li> <li>• How do my actions and surroundings support/pose harm to my emotional well-being?</li> <li>• What can I do to improve my emotional well-being?</li> <li>• What kind of support do I need to improve my mental and emotional health?</li> <li>• How do I feel about my actions to improve my mental health and emotional well-being?</li> </ul>	<p>Journal entries reflect students' ability to use self-awareness skill in identifying their feelings about their self-assessment, the kind of support needed and appropriate actions that can be taken to improve their emotional well-being.</p> <p>Reflection on their progress of actions taken reflects appropriate value/virtue e.g. resilience.</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<ul style="list-style-type: none"> <li>• Sense of belonging at school</li> <li>• Participation in extra-curricular activities</li> <li>• Strong support system from home and community</li> <li>• Access to support services strong cultural identity and pride</li> <li>• Economic security</li> </ul> <p>(<a href="https://www.kidsmatter.edu.au/mental-health-matters/mental-health-basics-promoting-mental-health/risk-and-protective-factors">https://www.kidsmatter.edu.au/mental-health-matters/mental-health-basics-promoting-mental-health/risk-and-protective-factors</a>)</p>	Role Play	<p>In groups, students will brainstorm different scenarios in which their peers require support (academic, mental health) to improve their emotional well-being or minimize their risk of mental health issues. They will then be given one of the scenarios to role-play how they would support their peer or help them seek appropriate services to address the issue. Sources should include the home, school or local community. Role-plays should include speaking to a parent/guardian, guidance counsellor, peer and health professional.</p> <p><b>Extended Learning:</b> See Mental Health &amp; High School Curriculum Guide (<a href="http://www.teenmentalhealth.org">www.teenmentalhealth.org</a>)</p> <p><b>Module 3:</b> Information on Specific Mental Illness</p> <p><b>Activity # 2:</b> PowerPoint Presentation: Common Mental Illnesses</p> <p><b>Activity # 3:</b> Understanding Common Mental Health Disorders Found in Teenagers</p> <p><b>Module 4:</b> Experiences of Mental Illness and the Importance of Family Communication</p> <p>Activity # 4 &amp; 5: Discussion Groups/Sharing the Pieces</p> <p><b>Module 5:</b> Seeking Help and Finding Support</p> <p>Activity 1: Treatment &amp; Recovery</p> <p>Activity 2: Getting Help</p> <p>Activity 4: Support Strategies (Homework)</p>	Role play reflects being an effective listener or appropriate use of empathy skill to provide support to peers while displaying appropriate value/virtue e.g. care or sensitivity.





Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>It is important to build resilience so that we are better able to manage our emotions and protect ourselves from becoming overwhelmed by our experiences.</p> <p>We can build our resilience through the 7 Cs:</p> <ul style="list-style-type: none"> <li>• Competence – ability to handle a situation appropriately</li> <li>• Confidence- trust in one's competence to make an appropriate choice</li> <li>• Connection – develop supportive connections to groups (community, school, church, track team, etc.)</li> <li>• Character – ability to know the difference between right and wrong</li> <li>• Contribution – opportunities to contribute to improving self-worth</li> <li>• Coping – the ability to handle life's challenges without being overwhelmed by emotions</li> <li>• Control – the ability to control the outcome of your decisions and actions</li> </ul>	<p>Reflective Questioning</p> <p>Self-assessment</p>	<p>Students will reflect on a time in their life when they were disappointed with themselves or experienced a very challenging situation and did not display resilience. They will reflect on how they could have appropriately handled the situation to display resilience and share with the class. Teacher will provide feedback on the appropriateness of strategies.</p> <ul style="list-style-type: none"> <li>• How do I handle disappointment?</li> <li>• What can I do to improve my resilience?</li> <li>• What actions can I take to improve how I handle challenging situations?</li> </ul> <p>Using the Resilience Assessment Quiz (<a href="http://quiz.com/index.shtml">http://quiz.com/index.shtml</a>), students will assess their ability to be resilient. In their journals, students will record how they feel about their scores. Students will compare their ratings for each item; students with higher ratings for items will share their strategies with the other students and teacher for feedback. Students will record in their journals what new actions they will take to strengthen areas of weakness. They will monitor their progress for the term and share it with the class. Teacher will provide feedback throughout the process.</p> <p><b>Reflective Questions:</b> What areas do I need to strengthen to improve my ability to cope with adversity?</p>	<p>Students' responses indicate an awareness of behaviours that could have been improved (self-awareness) and appropriate strategies that can be applied in future situations to support resilience</p> <p>Journal entries reflect effective use of the steps in self-awareness skill to identify the behaviours that can be improved and appropriate strategies employed to strengthen areas of weakness</p> <p>Display of appropriate value/virtue e.g. optimism or perseverance evident</p>



**GRADE 8****Theme: Self and Interpersonal Relationships**

Module 1:

Understanding Self

Unit 2:

Building Healthy Relationships

Learning Goals:

By the end of this unit, students should be able to:

1. Understand that good communication is basic to maintaining positive relationships
2. Appreciate the importance of having healthy relationships
- 3 Apply cognitive and social skills to maintain healthy relationships

**Core Values:****Moral lenses – 1. Respect for self 2. Respect for others 3. Positive outlook  
4. Stewardship/service****Topic 1:****My Relationships Support Me Positively****Life Skills:**

Social: Communication

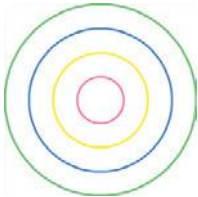
Cognitive: Decision Making, Problem Solving, Critical Thinking

Coping: Self-awareness, Healthy Self-management, Coping with Emotions, Coping with Stress

**Values/Virtue:****Courtesy, Respect, Commitment, Honesty, Dependability, Understanding**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>• Describe their role within the family, school and community</li> <li>• Differentiate between positive and negative qualities in a relationship</li> <li>• Demonstrate a willingness to develop healthy, supportive relationships within the home, school and community</li> </ul>	<p>Healthy relationships are an important protective factor for health and well-being. Research suggests that strong, positive relationships contribute significantly to a long and happy life.</p> <p>During adolescence, children experience a range of physical, social and emotional changes. Responding to all these changes at a time when they are also trying to find their place in society can be difficult for adolescents. Understanding their role and surrounding themselves with supportive relationships is important.</p> <p>Personal responsibility:</p> <ul style="list-style-type: none"> <li>• To refrain from bad habits and negative behaviours</li> <li>• To surround oneself with positive influences</li> <li>• To pay attention in school and to study</li> <li>• To seek help from parents/guardians on an important matter</li> </ul>	Peer-share/ ICT	<p>Students will be given a 'Circles of Responsibility' handout to complete. In the relevant circles, students will identify:</p> <ul style="list-style-type: none"> <li>• My responsibilities to myself</li> <li>• My responsibilities at school</li> <li>• My responsibilities at home</li> <li>• My responsibilities in my community</li> <li>• My responsibilities to my country</li> </ul> <p>In small groups, students will then discuss the importance of responsibility and how their different roles contribute to their sense of belonging at home, at school or in the community. They will also share how they think neglecting their responsibilities in these environments can impact their relationships. Where students cannot identify existing responsibilities, they should indicate what responsibilities they would like to take on. Students will commit to those responsibilities and create a video diary of their experience.</p>	<p>Students' responses indicate an accurate understanding of their roles within the family, school and community and how neglecting these roles impacts others</p> <p>Video diary of experience in fulfilling their responsibilities reflects commitment or other appropriate value/virtue e.g. dependability</p>



Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Positive friendships provide adolescents with feelings of safety, support and a sense of belonging. They encourage healthy behaviours, resist negative peer pressure and support high academic achievement.</p> <p>Characteristics of Unhealthy Relationships</p> <ul style="list-style-type: none"> <li>• Disrespect – interactions are offensive and hurtful</li> <li>• Dishonesty</li> <li>• Violence</li> </ul> <p><b>Extended Learning:</b> See Mental Health &amp; High School Curriculum Guide (<a href="http://www.teenmentalhealth.org">www.teenmentalhealth.org</a>)</p> <p><b>Module 4:</b> Experiences of Mental Illness and the Importance of Family Communication</p> <p><b>Activity #4&amp;5:</b> Discussion Groups/Sharing the Pieces</p>	Portfolio	 <p>Students should also reflect on how they could improve their relationships with the other persons in the circle. They should identify character traits or actions which could hinder the relationships and identify what steps they will take to address this. Students will present the circles and plans of their partners (<b>do not force students who do not wish to share</b>). They will work together to monitor their progress. In their journals, they will record their experiences on this journey, their thoughts and feelings, and what actions have been taken to develop the relationships.</p> <p>Recalling the qualities of a positive friendship, students will analyse their friendships and identify those that are positive and negative. They will establish a timeline with new actions they will take to develop and expand their circle of healthy relationships that are positive and supportive. Students will create a portfolio of their journey which will include reflections on their analysis, actions taken and the outcomes. Teacher will provide feedback and guidance where necessary. Guiding questions for reflection:</p> <ul style="list-style-type: none"> <li>• Are my relationships healthy?</li> <li>• What can I do to expand my circle of healthy relationships?</li> </ul>	<p>Journal entries reflect a willingness to improve their relationships and application of the steps of communication, empathy or negotiation skill to modify their behaviours</p> <p>Appropriate value/virtue e.g. respect displayed</p> <p>Portfolio shows students' ability to effectively apply decision making skill and appropriate value/virtue e.g. understanding or courtesy, to expand their friendships</p>

## **THEME: SELF AND INTERPERSONAL RELATIONSHIPS**

### **MODULE 2: COPING WITH RISK AND ADVERSITY**

Acquire coping skills which will enable them to shun behaviours and lifestyles associated with crime, drugs, violence, motor vehicle accidents and other injuries.

#### **About the Module**

Students need to practise skills that reduce their involvement in risky behaviours. Crime, violence, bullying, use of alcohol and other drugs and motor vehicle accidents and other injuries threaten the fabric of Caribbean society and the lives of Caribbean youth. The acquisition of coping skills will increase students' ability to assume a responsible role in all aspects of personal, family and community living.

#### **Key Skills**

- Coping Skills (healthy self-management, self-awareness)
- Social Skills (communication, interpersonal relations, assertiveness, conflict resolution, mediation, anger management)
- Cognitive Skills (critical thinking, creative thinking, problem solving, decision making)

#### **GUIDANCE FOR THE TEACHER**

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

#### **LINKS TO OTHER SUBJECTS: RELIGIOUS EDUCATION**

**GRADE 8**

Module 2:

Unit 1:

Learning Goals:

**Theme: Self and Interpersonal Relationships**

Coping with Risk and Adversity

Reducing Risky Behaviours

By the end of this unit, students should be able to:

1. Be aware of the importance of caring for their bodies
2. Appreciate the need to resist pressure to use/misuse alcohol and other illicit substances
3. Apply appropriate skills to refrain from engaging in risky behaviours

**Core Values:****Moral lenses – 1. Respect for self 2. Respect for others 3. Positive outlook  
4. Stewardship/service****Topic 1:****Preserving Me from Self-Injury****Life Skills:**

Social: Communication

Cognitive: Critical Thinking, Problem Solving, Creative Thinking

Coping: Self-awareness, Coping with Emotions

**Values/Virtues:****Compassion, Understanding, Supportive, Concern, Care**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>• Explain why 'self-injury' is an unhealthy coping strategy</li> <li>• Examine triggers that can cause self-injury</li> <li>• Express concern for people who self-injure</li> <li>• Demonstrate social or cognitive skills to support persons who self-harm</li> </ul>	<p><b>Note to Teacher: It is important to tell students at the beginning of this lesson topic that this may be a sensitive issue for some persons to discuss, as they may know someone struggling with this issue. It is therefore important to maintain respect throughout the class and refer persons who wish to discuss the matter further to the guidance counsellor.</b></p> <p><b>In the lesson, be sure not to talk about specific forms of self-injury.</b></p> <p>Self-injury is the deliberate act of hurting one's own body. This type of self-injury is not usually a suicide attempt but is a harmful and unhealthy coping mechanism to manage feelings of intense anger, frustration and emotional pain or turmoil. Self-injury can cause serious harm to the body and the emotional well-being of an individual and can also result in fatalities.</p> <p>Finding healthier ways to cope with emotional challenges is therefore important.</p>	<p>Brainstorming/ Discussion/ICT</p> <p>Game/Creative Arts</p>	<p>Students will brainstorm the term 'self-injury' and explain their understanding of the term. They will then watch a video (<a href="https://www.youtube.com/watch?v=gTrqehIFz1w">https://www.youtube.com/watch?v=gTrqehIFz1w</a>) and discuss what they think are the triggers for persons who self-injure. In groups, they will discuss the dangers of self-harming and present reasons why self-injury is unhealthy. Teacher will clarify where necessary.</p> <p>Students will stand in the centre of the room to play a game of True or False. Students will listen to each statement and stand on the line (True or False) that is consistent with their beliefs. Students will justify their choice; teacher will clarify any misconceptions.</p>	<p>Students present reasonable and accurate arguments to explain why self-injury is an unhealthy coping strategy</p> <p>Students' responses indicate an accurate understanding of the triggers of self-injury</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Finding healthier ways to cope with emotional challenges is therefore important.</p> <p><b>If you suspect that someone you know self-injures, don't ignore it; ask them how they feel and tell someone who can help.</b></p> <p>Triggers of self-injury include:</p> <ul style="list-style-type: none"> <li>• underlying mental and emotional health issues (e.g. anxiety or depression)</li> <li>• grief or trauma</li> <li>• difficulties at home</li> <li>• peer rejection or relationship issues</li> <li>• stress related to schoolwork or exams</li> <li>• feeling different – a sense of belonging</li> <li>• abuse (sexual, physical, neglect, etc.)</li> <li>• negative peer relationships</li> </ul> <p><b>Signs and symptoms of self-injury may include:</b></p> <ul style="list-style-type: none"> <li>• Scars</li> <li>• Fresh cuts, scratches, bruises or other wounds</li> <li>• Excessive rubbing of an area to create a burn</li> <li>• Keeping sharp objects on hand</li> <li>• Wearing long sleeves or long pants, even in hot weather</li> <li>• Difficulties in interpersonal relationships</li> <li>• Persistent questions about personal identity, such as “Who am I?” “What am I doing here?”</li> <li>• Behavioural and emotional instability, impulsivity and unpredictability</li> <li>• Statements of helplessness, hopelessness or worthlessness</li> </ul>	<p>Letter Writing</p>	<p>The statements are as follows:</p> <ul style="list-style-type: none"> <li>• People who self-injure are attention-seeking.</li> <li>• People who self-injure use it as a way of releasing pressure and feelings.</li> <li>• It is easy to stop injuring yourself.</li> <li>• People who self-injure are usually feeling suicidal.</li> <li>• People who hurt themselves hide it from others.</li> <li>• People who injure themselves are selfish.</li> <li>• Self-Injury is a cry for help.</li> </ul> <p>(<a href="http://mrslivaudais.com/wp-content/uploads/2017/04/B2UnderstandingSelf-harm.pdf">http://mrslivaudais.com/wp-content/uploads/2017/04/B2UnderstandingSelf-harm.pdf</a>)</p> <p>Students will reflect on how they would treat someone who self-injures and then write a letter to a friend expressing concern about their practice of self-injury.</p> <p><b>Reflective Questions:</b> How would I treat someone who self-injures? How can I show concern?</p>	<p>Letter reflects the value/virtue concern for a friend who self-injures</p>



Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Various misconceptions often arise about people who self-injure and why they do it. Important points to note about self-injury:</p> <ul style="list-style-type: none"> <li>• It is a strategy used to cope with pain or pressure being experienced.</li> <li>• People often injure themselves because it is the only way they can find to cope. The underlying feelings must be addressed.</li> <li>• Self-injury is a way of dealing with pain or strong feelings, not an attempt at suicide. However, it is true that people who self-injure may be at greater risk of attempting suicide at some stage.</li> <li>• They may feel self-conscious or do not want others to find out, though not always the case.</li> </ul> <p>Self-injury is a person's chosen way of coping, however, if someone is self-injuring, ask if they want to talk about it.</p> <p>Any form of intentional self-injury could be a sign that a mental health issue needs to be addressed. Persons who self-injure must seek support by talking to a friend, guidance counsellor, parent, healthcare provider or other individual that can support access to treatment.</p>	<p>Discussion/ Creative Arts</p>	<p>In groups, students will discuss the following:</p> <ol style="list-style-type: none"> <li>1. What warning signs might you see in a friend?</li> <li>2. How could you help someone who self-injures?</li> <li>3. What strategies can be employed to 'bounce back' from challenging situations instead of engaging in self-injury?</li> <li>4. What support is available for persons who self-harm?</li> </ol> <p>Using a form of the creative arts to educate their peers, groups will present their answers to the questions above.</p> <p><b>Presentations must be vetted by the teachers before being shown to the students.</b></p>	<p>Creative expression effectively illustrates steps in decision making, empathy or problem solving skill and appropriate value/virtue e.g. compassion or understanding</p>

**GRADE 8**

**Theme: Self and Interpersonal Relationships**

**Topic 2:**

**Drug-Free, That’s Me!**

**Life Skills:**

Social: Communication, Advocacy, Refusal

Cognitive: Critical Thinking

Coping: Self-awareness

**Values/Virtues: Discernment, Wisdom, Self-control, Respect for self, Reason**

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>Investigate the effects of licit and illicit substances</li> <li>Explain the impact of substance addiction on self and others</li> <li>Recognize risk and protective factors of substance use/misuse</li> </ul>	<p>Many young people experiment with drugs such as alcohol, cigarettes and ganja (marijuana), with the perception that these will do little harm. Both smoking and alcohol use, among other drug use, can have negative and long-lasting implications.</p> <p>Addiction is defined as a chronic, relapsing brain disease that is characterized by compulsive, drug seeking and use, despite harmful consequences. It is considered a brain disease because drugs change the brain – they change the structure of the brain and how it works. The five stages of addiction are non-use, experimentation, misuse, abuse and dependency.</p> <p><b>Risk and Protective Factors</b></p> <p>Several risk factors contribute to young people using drugs. No single factor can determine if a person will use drugs; however, the more risk factors a person has, the greater the chance of using drugs. Protective factors will reduce their risk. These factors can be classified as follows:</p> <p><b>PERSONAL &amp; FAMILY</b></p> <ul style="list-style-type: none"> <li>Risk Factors</li> <li>Early exposure to drugs</li> <li>Risk-taking behaviour</li> </ul>	<p>Research/ Presentation</p> <p>Game</p>	<p>Students will brainstorm the harmful substances young people use and explore the reasons for their choices. In groups, they will be assigned one substance under each category – stimulants, depressants, hallucinogens - to research. Presentations should include the components of the drug, causes and effects, signs and symptoms of the drug use, as well as existing laws and data on the use of the drug by young people in Jamaica. ICT should be utilized in presentations.</p> <p>Students will be divided into groups to play a game called “Name That Substance!” They will receive a handout or chart with information on various substances and fill in the name of the drug in the relevant column. Students will also add the street name for each substance. Groups will share their answers and discuss the effects of each drug. Teacher will clarify where necessary.</p>	<p>Presentations show an accurate understanding of licit and illicit substances and their effects</p> <p>Students correctly name each drug on the handout</p>



Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<ul style="list-style-type: none"> <li>• Protective Factors</li> <li>• Association with friends who resist drug use</li> <li>• Friends who provide emotional support</li> <li>• Strong academic performance</li> <li>• Involvement in extra-curricular activities</li> <li>• Interest in education</li> <li>• Strong, positive community relations</li> </ul> <p><b>Alcohol:</b> Excessive alcohol use can affect every system of the body and can have devastating effects on the family, school performance, job performance, society and public safety. The specific effects on the body depend on the amount consumed, gender, weight, personality and mood of the drinker. Reactions can range from relaxation and euphoria to withdrawal and violence. Alcohol can also impede foetal development.</p> <p>Signs of intoxication include lack of coordination, slurred speech, vomiting and loss of consciousness.</p> <p><b>Tobacco:</b> Smoked, chewed, inhaled or vaped through second-hand smoke, tobacco constitutes a public health hazard. Tobacco contains over 4,000 chemicals, including nicotine, of which 40 are known cancer-causing agents. They trigger a variety of reactions, ranging from minor irritations and headaches to allergic reactions and angina symptoms.</p> <p>Signs of intoxication: dizziness, tenseness nausea, vomiting (in first-time users).</p> <p><b>Ganja (Marijuana):</b> Marijuana is a hallucinogen, which alerts mood and cognition. Generally smoked or eaten for its major psychoactive ingredient THC. The effects range from feelings of relaxation and well-being, with heightened</p>	<p>Resource Person/ Journaling</p> <p>Creative Arts</p> <p>Role Play</p>	<p>Students will participate in a discussion with a resource person on the effects of substance use/misuse. Resource persons can also include former addicts who are willing to share their stories. In their journals, students will reflect on why they should avoid substance use/misuse and create a pledge. They will indicate what actions they will take to achieve this goal and monitor their progress.</p> <p><b>Reflective Questions:</b></p> <ul style="list-style-type: none"> <li>• What actions do I need to take to refrain from substance use/misuse?</li> <li>• What actions can I take to build my resilience to refuse drugs?</li> </ul> <p>Students will design a life-size poster board entitled 'Why I Choose to Stay Drug-Free'. The poster should include facts about the consequences of drug use and encourage their peers to remain drug-free. Students should also write on the poster board their personal reasons for avoiding drug use-misuse. Students will mount the board for display during Drug Awareness Month in November.</p> <p>In groups, students will role-play their ability to refuse drugs in situations in which they are being pressured by their peers.</p>	<p>Journal entries indicate willingness and effective use of the steps in decision making skill to avoid substance use/misuse</p> <p>Poster reflects effective use of the steps in advocacy skill, factual information, creativity in design and key messages as well as appropriate value/virtue e.g. wisdom</p> <p>Role play illustrates effective use of refusal, problem solving or decision making skill and appropriate value/virtue e.g. self-control or discernment</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>sensations and perceptions to reduced social interaction and increased passive behaviour.</p> <p>For some people, the drug may have little or no effect at all. Marijuana smoke contains many of the same carcinogenic compounds found in tobacco smoke thereby increasing the risk of lung cancer and other respiratory ailments.</p> <p>Signs of intoxication: bloodshot eyes, incoordination, enhanced sensations and perceptions, increased appetite, dry mouth, possible dizziness and nausea.</p> <p>Data from the 2017 Global School-based Health Survey indicated that 54.8% of males and 36.1% of females in the 13-15 age group had at least one drink of alcohol in the last 30 days; 33.2% of males and 17.8% of females had drunk so much alcohol that they were really drunk one or more times during their life; and 85.2% of males and 78.7% of females, who ever had a drink of alcohol other than a sip, had drunk alcohol for the first time before the age of 14.</p> <p>In relation to tobacco use, 24.3% of males and 11.4% of females in the 13-15 age group had used tobacco products on at least 1 day during the 30 days before the survey was conducted.</p> <p>Tips to stay drug-free include:</p> <ul style="list-style-type: none"> <li>• Get involved in wholesome activities such as extra-curricular activities, sports, voluntary service or learning an instrument</li> <li>• Know your values and stand up for them</li> <li>• Respect yourself</li> <li>• Choose friends who want to stay drug-free.</li> <li>• Get help if necessary</li> </ul>		<p><b>Extended Learning:</b> See Mental Health &amp; High School Curriculum Guide (<a href="http://www.teenmentalhealth.org">www.teenmentalhealth.org</a>) Module:3 Information on Specific Mental Illness Purpose:</p> <ul style="list-style-type: none"> <li>• The PowerPoint “What Happens When the Brain Gets Sick?” provides an overview of how the six different brain functions change between a healthy brain and when a mental illness occurs.</li> <li>• Students should understand that a mental disorder is due to changes in usual brain function.</li> </ul>	



Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>Marijuana smoke contains many of the same carcinogenic compounds found in tobacco smoke thereby increasing the risk of lung cancer and other respiratory ailments.</p> <p><b>Signs of intoxication:</b> bloodshot eyes, lack of coordination, enhanced sensations and perceptions, increased appetite, dry mouth, possible dizziness and nausea.</p> <p><b>NEGATIVE EFFECTS OF MARIJUANA (GANJA) USE</b></p> <ul style="list-style-type: none"> <li>• Mind &amp; Behavior: Decreased sense of time, confusion, inability to carry out multiple tasks, short-term memory impairment; users may become apathetic, and anxious. High doses may trigger paranoia, hallucinations and “flashbacks” in susceptible individuals.</li> <li>• Heart &amp; Blood: Reduces oxygen delivery to the heart muscle. May increase heart rate and lower blood pressure. This may pose a significant risk to people with heart disorders.</li> <li>• Lungs: Heavy smokers suffer bronchial irritation and inflammation leading to an increased risk of bronchitis and other pulmonary disorders. Possibly carcinogenic.</li> <li>• Immune System: Possible decrease in immune responses increasing the risk of infections and disease.</li> <li>• Sexual Organs: Reduces hormone levels; may reduce fertility in both men and women.</li> <li>• Fetus: May contribute to premature birth. Marijuana freely crosses the placenta and is secreted in breast milk; possible delay development after birth.</li> </ul>	<p>ICT/Discussion</p> <p>Game</p> <p>Stimulus Activity/ Role Play</p>	<p>characters. They may role-play or develop a comic book story to illustrate their story.</p> <p><b>Reflective Question:</b></p> <ul style="list-style-type: none"> <li>• How will using ‘ganja’ affect my mental and physical health?</li> <li>• Do I think clearly when under peer pressure?</li> </ul> <p>Students will watch a video on the effects of marijuana use on the adolescent brain. In their journals, they will express how they feel about using ‘ganja’, based on what they have learnt from the video. (<a href="https://www.youtube.com/watch?v=FvszaF4vcNY">https://www.youtube.com/watch?v=FvszaF4vcNY</a>).</p> <p>Students will stand in a circle and pass a ball to each other. The student who receives the ball must provide a reason, with justification, why adolescents should not use ‘ganja’, Each student must receive the ball at least once.</p> <p>Students will be divided into small groups to develop a handout of quick responses that can be used to counteract peer pressure to smoke ‘ganja’. In their groups, they will write down common phrases or statements usually used to pressure adolescents to smoke ‘weed’.</p>	<p>Illustrations depict effective use of the steps in problem solving, refusal or decision making skill and appropriate value/virtue e.g. clear-thinking or reason to illustrate strategies to avoid smoking.</p> <p>Journal entries reflect openness and self-awareness skill in identifying their feelings about ganja use along with appropriate value/virtue e.g.</p> <p>Reasons provided are logical, based on fact and reflect appropriate value/ virtue e.g. wisdom or reason.</p> <p>Statements developed are appropriately used with confidence.</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p data-bbox="384 175 930 264">(<a href="http://ncda.org.jm/index.php/publications/fact-sheets/89-fact-sheet-marijuana">http://ncda.org.jm/index.php/publications/fact-sheets/89-fact-sheet-marijuana</a>)</p> <p data-bbox="384 269 982 508">A 2017 Global School-based Health Survey, which measured drug use among adolescents 13-17 years old, indicated that of students aged 13-15 years, 20.9% of males and 13.3% of females had used marijuana (ganja) one or more times during their life. For students aged 15-17 years, 27.9% of males and 37.8% of females had used marijuana one or more times during their life.</p>		<p data-bbox="1209 175 1644 573">They will then come up with as many witty responses to each as they can think of. Each group will give their handout a name and share it with the class. Students will add to their handout as necessary. They will then practise their responses in their groups, after which students from each group will be randomly selected to role-play their responses to various pressure statements using assertiveness, refusal, decision making or problem solving skill.</p>	<p data-bbox="1675 175 1904 508">Role play depicts effective use of the steps in refusal, assertiveness, decision making, or problem solving skill and appropriate value/virtue e.g. clear-thinking or wisdom</p>





Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> <li>Promote coping strategies among their peers</li> <li>Effectively communicate their feelings in a non-threatening manner</li> <li>Demonstrate coping skills when faced with challenging situations</li> </ul>	<ul style="list-style-type: none"> <li>Loss</li> <li>Peer rejection</li> <li>Bullying</li> <li>Family issues</li> </ul> <p><b>Coping with stress</b> is the ability to recognize the sources and effects of stress in our lives. It is the ability to act in ways that help us cope or reduce our levels of stress. The ability to cope with stress enables us to adjust our levels of stress and avoid the negative consequences of stress, including boredom, burnout, susceptibility to diseases and behavioural changes.</p> <p>Young people may experience different emotions when they face challenging situations. The ability to manage the situation will be dependent on the life skills employed.</p> <p>Emotions are normal and form part of the human experience. They are event-driven, while our feelings are learned behaviours triggered by external events. While we may not have control over our emotions, how we manage the feelings we experience is within our control. This can be achieved by learning to manage our emotions.</p> <p>Students need to recognize that although they may have a variety of emotions, which can be positive or negative, negative feelings must be adequately managed and expressed in appropriate ways.</p> <p>Students can:</p> <ul style="list-style-type: none"> <li>Write what they are feeling</li> <li>Talk about their feelings with someone whom they trust</li> </ul>	<p>Role play/ simulation</p> <p>Discussion</p>	<p>In groups, students will identify the major feelings that young people struggle to manage. They will discuss different scenarios in which young people experience these feelings and why these situations may be difficult to cope with. Students will then be divided into groups based on the number of scenarios and their respective feelings. Each group will be assigned one of the scenarios to develop a wide range of strategies to appropriately manage their feelings. Using role play/simulation, they will present their strategies.</p> <p>In groups, students will discuss given scenarios depicting people dealing with challenges. They will discuss how the person may feel and propose strategies for them to cope.</p> <p><b>Case 1:</b> Donovan lost his mother to cancer ten months ago. He now lives with his father and stepmother. Donovan is always upset with his younger brothers and sisters and does not have a good relationship with his stepmother and father. At school, Donovan sits by himself and participates very little in class.</p> <p><b>Case 2:</b> Marcia who is fourteen years old lived with her mother and three sisters until three months ago when her mother migrated to the USA with her two younger siblings. Marcia now lives with her aunt and grandmother. She does not sleep well at night and often sits and cries.</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>What feelings could these young people be experiencing in these situations?</li> <li>How are their lives affected?</li> </ol>	<p>Role play/simulation depicts appropriate strategies to manage feelings through effective use of the steps in assertiveness, anger management, conflict resolution, coping with emotions or coping with stress skill and appropriate value/virtue e.g. self-control or clear thinking</p> <p>Coping strategies suggested are healthy and appropriate to handle the situation</p> <p>Student responses reflect effective use of the steps in problem solving skill and appropriate value/virtue e.g. sensitivity</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<ul style="list-style-type: none"> <li>Engage in activities that allow them to express themselves</li> <li>Draw what they are feeling</li> <li>Exercise</li> <li>Listen to music</li> <li>Meditate</li> </ul> <p>To manage their emotions, however, young people must first be able to identify the triggers or situations which evoke negative feelings.</p> <p><b>Some steps in managing situations include:</b></p> <ul style="list-style-type: none"> <li>Identify the difficult situation.</li> <li>Get information about the situation.</li> <li>Recognize that certain situations cannot be prevented but you can choose positive ways to deal with that situation.</li> <li>Find the lesson in the situation</li> <li>Recognize your feelings towards the situation</li> <li>Write down your thoughts and feelings</li> <li>Recognize the signs of grieving</li> <li>Do deep breathing exercises</li> <li>Engage in activities that you enjoy such as caring for pets, listening to music, dancing, playing sports and reading.</li> <li>Look at positive ways of responding to the situation</li> <li>Seek support from a parent/guardian or a guidance counsellor</li> </ul>	<p>Discussion</p> <p>ICT/ Creative Arts</p> <p>Simulation/ Journaling</p>	<p>3. What are some coping strategies that could better help them to handle these situations?</p> <p>In groups, students will use ICT and the creative arts to develop educational material for their peers on coping strategies for young people. They will use the Mental Health Day to implement an activity utilizing these materials.</p> <p>Students will be given a handout entitled 'Coping Strategies That Can Work for Me'. In groups, students will discuss a variety of strategies that can be employed to effectively manage the following situations:</p> <ol style="list-style-type: none"> <li>Venting my feelings in a non-threatening manner</li> <li>When I feel sad or down</li> <li>When I feel anxious or stressed</li> <li>When I feel helpless or overwhelmed</li> </ol> <p>Groups will simulate their strategies and other students will be allowed to practise. On their coping strategies handout, students will note the strategies that they feel may work for them. In their journals, they will record different feelings they encounter and how they used the strategies to manage their feelings.</p> <p>Reflective Questions: How can I express my feelings in a positive way? How can I manage my feelings in a more positive way?</p>	<p>Promotional materials developed depict effective use of the steps in advocacy skill, suggest healthy and appropriate coping strategies and reflect an appropriate value/virtue e.g. hope or encouragement.</p> <p>Simulation depicts effective use of communication skill, coping with stress or coping with emotions skill and appropriate value/virtue e.g. respect or hope.</p> <p>Journal entries reflect competent use of coping with emotions, coping with stress or communication skill and appropriate value/virtue e.g. courage or strength</p>

**GRADE 8**

**Theme: Self and Interpersonal Relationships**

**Topic 2:**

**My Anger Does Not Control Me**

**Life Skills:**

Social: Communication, Conflict resolution  
 Cognitive: Critical Thinking, Problem solving  
 Coping: Self-awareness, Coping with Emotions

**Values/Virtues: Peace, Consideration, Respect, Resilience, Wisdom, Patience**

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>Examine the dangers and consequences of inappropriately managing anger</li> <li>Recognize the effects anger has on their behaviour</li> <li>Show concern for victims of violence</li> <li>Propose options to cope with their anger</li> <li>Practise anger management strategies to avoid conflicts</li> </ul>	<p><b>Anger</b> is an emotional state that may range in intensity from mild irritation to intense fury and rage. It usually triggers the ‘fight or flight’ response and results in the adrenal glands in the body releasing stress hormones such as cortisol and adrenaline. Physical effects of anger include increases in the heart rate, respiration and blood pressure, as well as body temperature and perspiration.</p> <p>Anger is a normal and even healthy emotion; how we manage it, however, can have negative and long-lasting implications. These include headaches, abdominal pain, sleeplessness, high blood pressure, depression, stroke and even heart attack.</p> <p>Many people deal with their anger in hurtful or harmful ways. Those who have little control over their anger usually explode in rages which can lead to physical abuse or violence. Others may repress their anger; this can lead to depression and anxiety. Persons who ‘bottle up’ their anger often take it out on innocent persons.</p> <p>Young people need to learn how to deal with their anger in a positive way to avoid conflicts which can lead to violent behaviours.</p>	<p>Research/ Peer-share/ Concept Mapping</p> <p>Discussion/ Creative Expression</p>	<p>Students will research stories on the internet or in local newspapers that depict persons engaging in illegal and dangerous acts because of their inability to manage their anger. In groups, they will discuss the articles. Students can also share the experiences of persons close to them. As a whole group, students will create a comprehensive list of inappropriate ways of dealing with anger. The list will then be divided among the groups to prepare a concept map of the dangers and consequences of inappropriately managing anger.</p> <p>In groups, students will discuss recent situations that have made them angry. They will identify what was the reason for the anger and what happened to them, or what they did when they got angry.</p> <p>Guiding questions:</p> <ol style="list-style-type: none"> <li>What feelings did you experience because of your anger (frustration, aggression, rage, disappointment, etc.?)</li> <li>What actions did you take when you experienced anger?</li> </ol> <p>Using creative expression, groups will express how they feel about how they manage their anger.</p>	<p>Concept map reflects a clear and accurate understanding of the consequences of inappropriately managing anger</p> <p>Creative expression reflects openness and self-awareness in identifying their behaviours in response to anger, how they feel about their ability to manage their anger and proficiency in anger management</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>Strategies for coping with anger</p> <ul style="list-style-type: none"> <li>• Walking away</li> <li>• Using a stress ball</li> <li>• Punching bag</li> <li>• Journaling</li> <li>• Venting feelings</li> <li>• Dancing</li> <li>• Listening to music</li> <li>• Talking to someone</li> <li>• Reading</li> <li>• Counting</li> <li>• Deep breathing exercises</li> <li>• Engaging in physical activities</li> </ul> <p><b>Anger Management</b> Managing anger does not mean suppressing it. Anger management is about recognizing and understanding your feelings and emotions and choosing to express your anger in the most appropriate manner.</p> <ul style="list-style-type: none"> <li>• Never encourage adolescents to suppress their anger</li> <li>• Use anger to put forward a point in a constructive manner</li> <li>• The idea is to get the other person to understand the point being made</li> </ul>	<p>Pair-share</p> <p>ICT/ Discussion</p> <p>Simulation</p>	<p>Students will be paired and share how they felt when someone was angry at/ with them. They will discuss how they knew the person was angry, what they did in response to that anger and how they feel about their response. Students will share the responses of their peers.</p> <p>Students will watch a clip from a video on school violence in Jamaica (<a href="https://www.youtube.com/watch?v=nDEEePst8Z0">https://www.youtube.com/watch?v=nDEEePst8Z0</a>). They will discuss how they think family members feel when their children are injured or killed because of violence from extreme anger and how they feel about the situation.</p> <p>Students are given a story or picture card depicting various situations in which their peers must manage their anger when responding. In groups, students will develop anger management strategies to prevent a conflict and each group member will simulate one of the techniques.</p>	<p>Student responses reflect self-awareness in identifying their behaviours when they are angry, their feelings about their actions and their ability to manage anger/cope with emotions</p> <p>Student responses reflect concern for the family and appropriate value/virtue e.g. peace or respect</p> <p>Simulation depicts competency in conflict resolution or conflict management skill and appropriate value/virtue e.g. patience or consideration</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
		ICT/ Journaling	<p>Students will watch a video demonstrating one technique that has worked to control anger management. (<a href="https://www.youtube.com/watch?v=DboXaEZ4bYs">https://www.youtube.com/watch?v=DboXaEZ4bYs</a>). In their journals, students will express how they feel about their ability to manage their anger and note the techniques they will employ to improve their ability to cope. They will record situations which angered them and note reactions. Teacher will provide feedback and make referrals where necessary.</p> <p><b>Reflective Questions for Journaling:</b></p> <ul style="list-style-type: none"> <li>• What can I do to manage my anger?</li> <li>• How will I feel if I lose control of my emotions?</li> <li>• Am I proud of my behaviour?</li> </ul>	Journal entries reflect proficiency in coping with emotions and appropriate value/virtue e.g. self-control



Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>There are five strategies which are commonly used to manage conflicts. These are:</p> <ul style="list-style-type: none"> <li>• Accommodation – involves sacrificing your concerns to maintain peace in the situation. This strategy is most useful if the person is in the wrong and not when a more creative resolution is needed to solve the problem.</li> <li>• Avoidance – not dealing with the problem and simply ignoring it in the hope it will resolve itself. This can cause even more conflict as the other party may feel that one is neglecting the problem.</li> <li>• Mediation – Support from stakeholders to provide content from Restorative Justice and Peace Management Initiative.</li> <li>• Collaboration – working with the other persons involved to come to a resolution. Involves communication and effort to identify the issues and the needs of all parties to determine the best resolution.</li> <li>• Compromise – Finding a resolution that meets the needs of all parties. Involves everyone using a give-and-take approach; however, the only disadvantage is that a more creative approach may not be explored since persons will display self-sacrifice if everyone does the same.</li> </ul>	<p>Video Presentation/ Discussion/ Role Play</p> <p>Brainstorming/ Simulation/ ICT</p>	<p>brainstorm strategies to manage each kind of behaviour. Groups will be given time to develop skits to simulate their response to one kind of behaviour. They will rate each simulation based on the application of a life skill to resolve the conflict and the demonstration of an appropriate attitude. Groups can compete for the 'best strategy' to address each kind of behaviour. The winning pieces can be performed at a school devotion or a specially organized activity.</p> <p>Students will watch a video on conflict resolution (<a href="https://www.youtube.com/watch?v=KY5TWVz5ZDU">https://www.youtube.com/watch?v=KY5TWVz5ZDU</a>) and discuss what they have learnt. In groups, they will receive a handout with 'conflict scenarios' for discussion (See Resource section on p. 243). They will review and answer the questions outlined. Students will then demonstrate one of their proposed solutions to the conflict. Each group will use role play to demonstrate how they would resolve the conflict. Students will vote on the best strategy.</p> <p>In their groups, students will brainstorm common conflicts that occur among their peers. Using one of the conflicts, they will create an educational video illustrating how to respectfully resolve the conflict.</p>	<p>composure or conflict management skill and appropriate value/virtue e.g. peace or respect</p> <p>Role play depicts competency in negotiation, conflict resolution or conflict management skill and appropriate value/virtue e.g. consideration or respect</p> <p>Videos encourage appropriate methods to resolve conflicts</p>



Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p><b>Simple steps to resolving conflicts include:</b></p> <ol style="list-style-type: none"> <li>1. Both people agree to the ground rules: E.g. No interrupting, no name calling or demeaning behaviour.</li> <li>2. The first person tells his/her side of the story using I-messages.</li> <li>3. The second person restates what the problem is for the other person. <i>(Steps 1 and 2 are repeated with the second person telling his/her side of the story, and the first person restating what he/she says.)</i></li> <li>4. Both people suggest possible solutions.</li> <li>5. Both agree on a resolution.</li> <li>6. Both agree to tell their friends the conflict is resolved and ask their friends not to carry any further messages about the conflict.</li> <li>7. If participants are unable to solve the problem, they agree to disagree and set guidelines for preventing future conflicts (i.e. stay away from each other, ask their friends not to carry messages, etc.)</li> </ol>	Portfolio	<p>Students will present their videos to the class for discussion. Presentations must illustrate the use of 'I messages' where applicable and clearly outline steps for conflict resolution/management.</p> <p>Students will create a 'Conflict Resolution Contract' to support a conflict-free environment at home, school and in their community. In the contract, they will include the strategies that they proposed to resolve issues of conflict as well as behaviours that should not be demonstrated (e.g. aggressive behaviour, violence, bullying, teasing).</p> <p>Parents, students and teachers will sign the contract. Over the school year, students will monitor and track their behaviour in their portfolios. A chart will also be placed on the class wall for the teacher and students to record the behaviours of students.</p> <p>At regular intervals in their portfolios, students will assess their behaviours and reflect on their journey to practise conflict resolution skills. They will also indicate what new actions can be taken to strengthen this skill. Teacher will assess the portfolio at intervals.</p> <p><b>Reflective Questions:</b></p> <ul style="list-style-type: none"> <li>• How do I feel about my journey to practise conflict resolution?</li> <li>• What factors support or undermine my efforts?</li> </ul>	<p>and appropriate value/virtue e.g. respect or wisdom</p> <p>Portfolio reflects proficiency in conflict resolution, anger management or conflict management skill, and appropriate value/virtue e.g. patience or composure</p>

## **THEME: SELF AND INTERPERSONAL RELATIONSHIPS**

### **MODULE 3: RESPECT AND TOLERANCE FOR SELF AND OTHERS**

Respect the rich diversity that exists among Caribbean peoples as a valuable resource for sustainable development of the region within the framework of democratic and ethical values.

#### **About the Module**

Students must be committed to valuing and respecting the rich diversity (cultural, ethnic and religious) of the people of the Caribbean and demonstrate awareness that survival in a global economy demands that we pool our individual and collective resources to be productive as a people. They must maximise their potential as contributors to sustainable development while embracing core values and democratic ideals.

#### **Key Skills**

- Coping Skills (healthy self-management)
- Social Skills (communication, interpersonal relations, assertiveness, refusal, negotiation)
- Cognitive Skills (critical thinking, creative thinking, problem solving, decision making)

#### **GUIDANCE FOR THE TEACHER**

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

#### **LINKS TO OTHER SUBJECTS: RELIGIOUS EDUCATION, CIVICS**

**GRADE 8****Theme: Self and Interpersonal Relationships**

Module 3:

Respect and Tolerance for Self and Others

Unit 1:

*Getting Along with Others*

Learning Goals:

By the end of this unit, students should be able to:

1. Recognize that persons are different.
2. Appreciate individuals from diverse cultures.
3. Utilize appropriate skills to support collaboration

**Core Values:**

**Moral lenses – 1. Respect for self 2. Respect for others 3. Positive outlook  
4. Stewardship/service**

**Topic 1:****Respecting Differences****Life Skills:**

Social: Communication, Empathy, Advocacy

Cognitive: Critical-thinking

Coping: Self-awareness, Healthy Self-management

**Values/Virtues:****Cooperation, Collaboration, Respect, Appreciation**

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>• Describe how identifying with a group can provide a sense of belonging</li> <li>• Display acceptance and respect for cultural diversity</li> <li>• Justify the importance of collaboration and cooperation for sustainable development of the region</li> </ul>	<p>People are different in many ways. In our country, people are diverse in personalities, shape, size, social status, ethnicity and religion.</p> <p>Culture refers to the shared customs, beliefs, traditions and way of life of a group of society that distinguishes them from another.</p> <p>Cultural diversity, which is very rich in the Caribbean, refers to the differences among people based on their racial or ethnic background, religious beliefs, traditions and other aspects of their culture. Cultural diversity is important as our schools, workplaces and communities are a melting pot of persons with different ethnic backgrounds, cultures and races.</p> <p>To achieve the developmental goals of the region, it is important that we foster a relationship of cooperation and collaboration.</p>	<p>Game/ Discussion</p>	<p>Students will participate in a game in which they will identify their preferences. They will listen to a list of opposite statements about their likes/dislikes or beliefs and indicate their choice by standing on the left or right side of the room indicated for each answer. Students will engage in a discussion as they react to the movement and topics. After the activity, students should discuss how it felt to belong to a group; if they ever felt disrespected or embarrassed because of their choices and what it feels like to be accepted or excluded from a group. Students should also discuss how these factors impact relationships and how identifying with a group can provide a sense of belonging.</p>	<p>Students' responses in discussion indicate an awareness of their feelings about their experiences and a clear understanding of the link between identifying with a group and a sense of belonging</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> <li>Promote strategies that support a culturally responsive environment</li> <li>Demonstrate social skills to build relationships among diverse cultures</li> </ul>	<p>Relationships can be affected by personal biases and prejudices as people are sometimes perceived as socially unacceptable because of their differences</p> <p>Respect and tolerance, regardless of differences, are essential in maintaining harmony in our society and the region. The ability to learn from, tolerate and relate respectfully to people of our own culture, as well as others, is known as cultural responsiveness. Being culturally responsive requires openness to the viewpoints, thoughts and experiences of others. It is exploring and honouring the difference of others.</p> <p>Developing a culturally responsive attitude is a lifelong journey that includes:</p> <ol style="list-style-type: none"> <li>Developing cultural self-awareness. An understanding of one's own cultural makeup is the first step to understanding that others hold different values and beliefs and that it is their right to do so.</li> <li>Learning to respect culturally diverse views. While persons may not always share the same beliefs because of different traditions or religious practices, it is important to show respect and allow persons to express their beliefs.</li> <li>Avoiding imposition of your own cultural values on others. Cultural differences can make you uncomfortable but it is important to make a conscious effort to understand, or at the very least, respect the other perspective.</li> <li>Resisting stereotyping. Stereotyping often leads to generalized statements that are often false.</li> </ol>	<p>Peer-share/ Journaling</p> <p>Forced Debate</p> <p>Case Scenario/ Discussion</p>	<p>Students will make a list of their interests and activities or groups to which they belong. They will then share their list with their peers and discuss how individuals may feel because of rejection or exclusion from any group. They may share their personal experiences. They will discuss how groups can support a sense of belonging, and how disrespect towards persons not in the same group can result in hurtful words and behaviour. Students will reflect on past actions in their journals and write statements that they can use to encourage others to join their groups or show respect to persons not belonging to a group because they are culturally different.</p> <p>Students will reflect on the following questions: How do I feel about my actions towards those who are culturally different? How can I show more appreciation for cultural diversity?</p> <p>Students will participate in a forced debate to support the moots: 'The Caribbean cannot prosper without cooperation and collaboration between countries' and 'An environment that appreciates cultural diversity will prosper'.</p> <p>In groups, students will be given a case scenario that depicts a main character feeling rejected or different, due to cultural differences. They will discuss strategies that could be used to help the main character and create an environment that supports cultural diversity.</p>	<p>Journal entries reflect respect and acceptance towards persons who are culturally different</p> <p>Debate points reflect appropriate value/virtue e.g. appreciation, cooperation or collaboration and reasonable arguments justifying importance of cultural diversity and cooperation and collaboration to the development of the region</p> <p>Discussion reflects effective use of empathy skill along with appropriate value/virtue e.g. respect or appreciation</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>5. Sharing different cultural experiences. This is a great way to learn about the diversity of cultures. Note, however, that some traditions, e.g. female genital mutilation, may be viewed negatively by others. Respect is still shown for the culture, but the practice is not endorsed because it is recognized as a violation of the human rights of girls and women.</p>	<p>Journaling</p>	<p><b>Example of scenario:</b></p> <p><i>13-year-old Michelle comes from a strict Christian home. She was not allowed to listen to any other genre but gospel music, and she only watched television programmes that were selected by her mother. She was never allowed to attend parties or other school functions.</i></p> <p><i>One day at the end of the Christmas Term, her mother finally agreed to let her attend her class party as she had received an excellent report card that term. Michelle was very excited about her first experience.</i></p> <p><i>At the party, the only music that was being played was secular; all the students knew the songs and the latest dances. Two of her male classmates noticed Michelle's discomfort and made a comment that caused her to feel rejected. Michelle felt like hiding; she settled on sitting at the back of the class where she was not noticed.</i></p> <p>Using the case study above, in their journals, students will express how they felt about Michelle's situation of rejection. Pretending they are a character at the party, they will reflect on what actions they can take to show more appreciation for cultural differences by demonstrating how they would positively respond to Michelle.</p>	<p>and appropriate strategies that support culturally diverse environments</p> <p>Journal entries reflect effective use of the steps in empathy skill and appropriate value/virtue e.g. concern</p>

## RESOURCES

### Sample Scenario – Marijuana

Keisha, Jason and their friends went out to a party one Saturday night. There they met Allison and David, who attended a different school and were very popular. They had always noticed them at school events and other parties. For most of the party, they all hung out together. Late in the night, near the end of the party, Keisha notices David and Allison smoking weed with other friends from their school. Allison offers Keisha a spliff but she initially declines, while Jason, not wanting to be unpopular with his new friends, decided to try. Keisha then gives in as she had always been curious. They both spend the last few hours of the party smoking weed, laughing and having a good time. Jason's older brother arrives later to pick them up from the party and notices the smell of ganja and asks them about it.

What are the possible consequences of Jason and Keisha's decision to smoke weed?

### Conflict Scenarios

#### Conflict Situation #1

You are interested in a new girl/boy at school and your friend seems to be hanging out with this person more often than you would like. You have not told any of your friends about your new 'interest' and you find yourself getting very annoyed at your friend whenever you see them together. You get very angry with your friend who does not understand what is going on and an argument unfolds. What are you going to do?

#### Conflict Situation #2

You and your best friend had a conflict over the weekend which turned into a huge fight. When you come to school on Monday you realize everyone knows what happened; your best friend has exposed your deepest secret and now it's all over social media. What are you going to do?

1. Discuss one of the following situations above using the following questions.
  - b. What happened from the point of view of the first person?
  - c. What happened from the point of view of the second person?
  - d. What is the problem for each person?
  - e. How do you think each person feels?
  - f. What do you think each person needs?
  - g. What are some possible solutions to this conflict?
  - h. For each possible solution, what would be the consequences?
  - i. Is there a solution that both people and that both people would feel good about? Which one?

# **SAFETY & SECURITY**





## Safety and Security – Grade 8 – TERM 1

NATIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
<b>NS SS 1:</b> Examine rights and responsibilities in relation to Protection, Safety and Security to preserve self, family, school and community	<ol style="list-style-type: none"> <li>1. Recognize rights and responsibilities in relation to protection, safety and security of self, family, school and community.</li> <li>2. Demonstrate the ability to respond appropriately in situations which threaten their safety and security.</li> <li>3. Apply safety principles to prevent injury to self and others in case of accidents.</li> </ol>	1. Exploring Concepts of Protection, Safety and Security	<ol style="list-style-type: none"> <li>1. Understanding Rights and Responsibilities</li> <li>2. Protection from Harm</li> </ol>	<ul style="list-style-type: none"> <li>• My Rights, My Responsibilities</li> <li>• My Digital Me</li> <li>• Hard Target: Defence Tactics</li> <li>• Move Over Bully!</li> <li>• I Won't Be a Victim to Trafficking</li> <li>• First Aider – How Can I Help?</li> </ul>
<b>NS SS 2:</b> Analyse the influence of socio-cultural, economic factors and personal beliefs on lifestyle choices related to protection, safety and security.	<ol style="list-style-type: none"> <li>1. Critically analyze the personal, social and economic factors that promote anti-social behaviour.</li> <li>2. Demonstrate skills to counter negative influences on lifestyle choices and behaviours.</li> </ol>	2. Factors Influencing Behaviours Related to Safety and Security	<ol style="list-style-type: none"> <li>1. Risk Factors to Protection Safety and Security</li> <li>2. Reducing Risky Behaviours</li> </ol>	<ul style="list-style-type: none"> <li>• My Choices Make Me Safe and Secure</li> <li>• Cyber-Crimes and Me</li> <li>• Inform to Reform- Tell It, Don't Hide it!</li> </ul>
<b>NS SS 3:</b> Develop action competence and build capacity to minimize factors affecting protection, safety and security.	<ol style="list-style-type: none"> <li>1. Demonstrate appropriate skills to protect life and reduce risk in situations that threaten safety and security.</li> <li>2. Make responsible choices to avoid risks associated with gangs, violence and extortion.</li> <li>3. Demonstrate an understanding of issues that impact environmental safety.</li> <li>4. Access appropriate sources of information and services related to protection, safety and security.</li> </ol>	3. Safeguards for Protection, Safety & Security	<ol style="list-style-type: none"> <li>1. Minimizing My Risk</li> <li>2. Disaster Management</li> <li>3. Accessing Safety and Security</li> </ol>	<ul style="list-style-type: none"> <li>• Gang Life is No Life</li> <li>• Extortion Ends with Me</li> <li>• Mass Casualty Management System</li> <li>• Disaster Preparedness Ambassador</li> <li>• Exercising My Rights and Responsibilities</li> </ul>

## **THEME: SAFETY AND SECURITY**

### **MODULE 1: EXPLORING CONCEPTS OF PROTECTION, SAFETY AND SECURITY**

Examine rights and responsibilities in relation to Protection, Safety and Security to preserve self, family, school and community.

#### **About the Module**

The lack of knowledge about the rights and responsibilities of one's self and surroundings contributes to the unjust and inhumane treatment of people in today's society. Students need to be aware of their rights and responsibilities so that they may effectively integrate these safety principles in any situation that may arise; in turn, preserving themselves, their families and their surroundings.

#### **Key Skills**

- Coping Skills (healthy self-management, self-awareness)
- Social Skills (communication, interpersonal relations)
- Cognitive Skills (critical thinking, creative thinking, problem solving, decision making)

#### **GUIDANCE FOR THE TEACHER**

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

#### **LINKS TO OTHER SUBJECTS: RELIGIOUS EDUCATION, SOCIAL STUDIES, CIVICS**

**GRADE 8****Theme: Safety and Security**

Module 1: Exploring Concepts of Protection, Safety and Security

Unit 1: My Rights, My Responsibilities

Learning Goals: By the end of this unit, students should be able to:

1. Gain a better understanding of safety and security
2. Demonstrate an awareness of their roles and responsibilities in the protection of self
3. Apply life skills to manage self when faced with danger

**Core Values: Moral lenses – 1. Respect for self 2. Respect for others 3. Positive outlook  
4. Stewardship/service**

**Topic 1: My Rights, My Responsibilities**

**Life Skills:** Social: Advocacy, Assertiveness  
Cognitive: Critical Thinking, Decision Making  
Coping: Healthy Self-management, Self-awareness

**Values/Virtues: Citizenship, Courage, Determination, Law-abiding, Responsibility**

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>• Explore their rights and responsibilities in relation to the safety and security of themselves and others</li> <li>• Examine laws associated with the protection of the rights of the child</li> </ul>	<p><b>Personal Safety</b></p> <p>Awareness of personal safety and security issues can help young people to deter, delay, and provide a warning before possible crimes or accidents. Personal safety and security aim to protect people from injury, physical violence or predatory adults.</p> <p><b>Enabling Personal Safety for Students</b></p> <p>It is extremely important to equip students with information and tools that they can use to enable their personal safety. This includes knowing and understanding their rights as a child.</p> <p>The Convention on the Rights of a Child is a human rights treaty which sets out the civil, political, economic, social, health and cultural rights of children.</p>	<p>ICT/ Discussion</p> <p>Discussion/ Creative Arts</p>	<p>Teacher will write K.W.L. on the board to solicit students' responses about 'what they know', 'want to know' and 'what they learned' (at the end of lesson) about their rights and responsibilities. They will then watch a video on the rights of a child <a href="https://www.youtube.com/watch?v=J9a_NtwdDCU">https://www.youtube.com/watch?v=J9a_NtwdDCU</a> and explain their understanding. In groups, students will discuss each right and their associated responsibilities. They will share their views with the class. For further clarification, students will watch the following video: <a href="https://www.youtube.com/watch?v=VLwXtvLPWzA&amp;index=3&amp;list=PLKDtKMO17VciOpBTP8hP53oIWWimBvpkd">https://www.youtube.com/watch?v=VLwXtvLPWzA&amp;index=3&amp;list=PLKDtKMO17VciOpBTP8hP53oIWWimBvpkd</a>.</p> <p>In groups, students will be given different sections of the Child Care &amp; Protection Act to analyze and discuss in relation to the protection, safety and security of children. They will then present the findings of their discussion. Using the creative arts, they will also develop educational materials for their peers to increase awareness about child rights related to protection, safety and security.</p>	<p>Students' responses in discussion reflect a clear and accurate understanding of their rights and responsibilities</p> <p>Creative art piece reflects a clear understanding of how the Child Care and Protection Act protects their rights</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> <li>Fulfil their duties as a citizen to ensure the safety and security of self and others</li> <li>Demonstrate social skills to address violations of the rights of self and others</li> <li>Advocate for the protection, safety and security of children</li> </ul>	<p>The Convention defines a child as any human being under the age of 18 years. Jamaica ratified the Convention on the Rights of the Child on May 14, 1991, which made it a binding agreement. Children’s rights are also reflected in the Charter of Fundamental Rights and Freedom and the Child Care and Protection Act.</p> <p>Some of these rights include:</p> <ul style="list-style-type: none"> <li>The right to survival</li> <li>The right to develop to the fullest</li> <li>The right to protection from harmful influences, abuse, trafficking, exploitation and child labour</li> <li>The right to participate fully in family, cultural and social life</li> <li>The right to possess a name and a nationality, health care, education, rest and play</li> <li>The right to be heard on decisions affecting his or her life within the context of a minor in the family</li> <li>The right to life</li> <li>The right to freedom of expression and conscience</li> </ul> <p>With every right, comes certain responsibilities. Some responsibilities of a child are:</p> <ul style="list-style-type: none"> <li>To follow the rules at home, at school and in the community</li> <li>To respect the rights of others</li> <li>To look after our belongings and respect the belongings of others</li> </ul>	<p>Situational Analyses/ Creative Expression</p> <p>Journaling</p> <p>Project</p>	<p>Students will participate in a gallery walk. They will view pictures depicting a variety of situations in which students’ rights are being violated. Students will identify the breaches of child rights; they will select, or be assigned one of the cases, and using any form of creative expression, they will illustrate how they would respond to protect the rights of the child in the given situation.</p> <p>In their journals, students will reflect on the following questions: What should I do if I am faced with a situation that puts me in personal danger? What can I do if my rights are violated? Who can I report/talk to if I am violated? They will express how they feel about a situation in which they think one of their rights, or that of someone else, is being violated. They will propose strategies they think can be employed to address the issue and outline their responsibility in the situation. They will then indicate what action they will take. Students should report on the outcome of the situation later and how they feel about their actions. Teacher will provide feedback as necessary and make referrals where required.</p> <p>Using a situation previously identified in which the rights of a child were being violated, students will develop and implement an advocacy campaign to promote the protection of the rights of the child.</p>	<p>Creative expression illustrates proficiency in problem solving or decision making and appropriate value/virtue e.g. citizenship or courage</p> <p>Journal entries indicate effective use of the steps in problem solving or decision making skill to appropriately address the issue identified, as well as appropriate value/virtue e.g. courage or determination</p> <p>Campaign reflects effective use of the steps in advocacy skill and appropriate value/virtue e.g. responsibility</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>When rights are violated, students need to report so that their safety is not completely compromised.</p> <p><b>Reporting incidents</b></p> <ul style="list-style-type: none"> <li>• All children can make reports to 888-PROTECT (888-776-8328)</li> <li>• Find an adult they trust to share the information about the hurt/abuse</li> <li>• Share the details of the incident in a comprehensive manner</li> <li>• Ensure when reporting to a police officer that an adult you trust is present</li> </ul>			

**GRADE 8**  
**Topic 2:**  
**Life Skills:**

**Theme: Safety and Security**  
**My Digital Me**

Social: Communication  
 Cognitive: Decision Making, Problem solving  
 Coping: Empathy, Coping with Emotions

**Values/Virtues: Responsibility, Respect, Integrity, Consideration, Wisdom**

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>Explore the concepts of 'digital citizen' and 'digital citizenship'</li> <li>Explain the rights and responsibilities of a digital citizen</li> <li>Evaluate the appropriate use of technology</li> </ul>	<p>Advances in technology and the internet have revolutionized the way we communicate. Today, we live in what is known as a digital world. With these advances come responsibilities which must be understood if we are to feel safe and secure on digital platforms.</p> <p><b>Digital Citizen:</b>            A digital citizen is someone who uses the internet regularly in a smart, safe and effective way.</p> <p><b>Digital Citizenship</b> as defined by Cable in The Classroom, is a holistic and positive approach to helping children learn how to be safe and secure, as well as smart and effective participants in a digital world.</p>	Brainstorming/ Discussion	<p>Students will discuss the following questions:</p> <ol style="list-style-type: none"> <li>How do you socialize and interact online?</li> <li>What is different about interacting with your online community and your face-to-face community?</li> </ol> <p>In groups, they will brainstorm the term 'digital citizen' and 'digital citizenship' and explain their understanding of the terms. They will watch the following video for clarification: <a href="https://www.youtube.com/watch?v=toK_BAYnjoU">https://www.youtube.com/watch?v=toK_BAYnjoU</a> and discuss the online communities to which they belong, the roles they play in these communities and the expectations of each community.</p>	Students' responses in discussion indicate a clear and accurate understanding of the concepts of 'digital citizen' and 'digital citizenship'
	<p>That means helping them understand their rights and responsibilities, recognize the benefits and risks, and realize the personal and ethical implications of their actions. To become good digital citizens, students need to increase their awareness and skills in three main areas:</p>	Case Scenario	<p>Students will watch a video on Digital Citizenship <a href="http://www.teachinctrl.org/lessons/livingdigitalworld.php">http://www.teachinctrl.org/lessons/livingdigitalworld.php</a> and discuss, in small groups, their rights vs their responsibilities as digital citizens.</p>	Students' explanations in discussion indicate an accurate understanding of their rights and responsibilities in being a good 'digital citizen' and appropriate value/virtue e.g. respect

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> <li>• Practise responsible and respectful behaviours in online communities</li> <li>• Demonstrate the ability to use self-awareness to improve their behaviours in online spaces</li> </ul>	<p><b>Safety &amp; Security:</b> Understanding the risks that we face from others as well as from our own conduct, and the dangers posed by applications like viruses and phishing.</p> <p><b>Digital Literacy:</b> Learning how to find, sort, manage, evaluate and create information in digital forms. These literacy skills build on but are somewhat different from the traditional literacy of reading and writing.</p> <p><b>Ethics &amp; Community:</b> Becoming aware of and practising appropriate and ethical behaviours in a variety of digital environments. This area includes shaping your digital reputation and being a responsible citizen of the communities in which you participate, from social networks to games, to neighbourhood civic forums.</p> <p>Rights of a Digital Citizen:</p> <ul style="list-style-type: none"> <li>• access &amp; participation</li> <li>• free speech</li> <li>• community</li> <li>• privacy</li> <li>• physical &amp; psychological safety</li> <li>• safety of identity, material and intellectual property</li> </ul>	<p>Video Presentation</p>	<p>Students will be divided into groups to review one of the following case scenarios, using the questions below:</p> <p>Case Scenarios for Review:</p> <ol style="list-style-type: none"> <li>1. Nerissa is 14 years old; she took pictures of herself at a beach party drinking with her friends and posted them on Facebook. She also tagged her friends.</li> <li>2. David is conducting research online. He finds relevant information from a website and he copies and pastes it into his paper as his own work.</li> <li>3. Marie tapes a conversation in a meeting and posts it online.</li> <li>4. Damion is playing an online game with his friends. He knows them by their usernames. A new user sends him a message to chat and eventually asks him his name.</li> <li>5. Keisha updates her Snapchat profile with a video of her with a gun.</li> <li>6. Kevin posts a video of his classmates fighting at school.</li> <li>7. Marsha needs to transfer a document to her USB drive which she places in a computer. She gets a message that her USB drive is infected with a virus. She transfers the file anyway.</li> <li>8. Kayla is bored in class and takes out her iPod and starts to play a game.</li> <li>9. Gwen uses pictures she found on the internet in her presentation. She cited her source.</li> </ol> <p><a href="http://www.ciconline.org/InCtrl">www.ciconline.org/InCtrl</a>.</p>	<p>Responses in case scenarios reflect appropriate value/virtue e.g. integrity and indicate students' ability to distinguish between appropriate and inappropriate use of technology</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>Responsibilities of a Digital Citizen:</p> <ul style="list-style-type: none"> <li>• respect &amp; civility to self &amp; others</li> <li>• protecting own/others' rights &amp; property</li> <li>• respectful interaction</li> <li>• demonstrating the blended literacy of a networked world: digital, media and social.</li> </ul> <p>*Source: Anne Collier, Connect Safely</p>	<p>Journaling</p>	<p>Students will share their analyses with the class. Guiding questions for review:</p> <ul style="list-style-type: none"> <li>• How is the character displaying good/bad digital citizenship?</li> <li>• What rights and/or responsibilities are being displayed/not displayed?</li> <li>• What are the possible consequences of the actions in the scenario?</li> <li>• If you were the character in the scenario what would you do differently to display good digital citizenship?</li> </ul> <p>In their journals, students will reflect on the following questions:</p> <ul style="list-style-type: none"> <li>• How have I demonstrated good digital citizenship?</li> <li>• What can I do to promote good digital citizenship?</li> <li>• How do my actions online demonstrate integrity?</li> </ul> <p>They will record their use of social media each day, reflecting on their activities and assessing their ability to practise good digital citizenship. They will express how they feel about their activities, identifying areas in which they could have been a better digital citizen. They will indicate what new actions they will take to improve their online behaviour.</p>	<p>Journal entries reflect self-awareness skill in identifying behaviours that need to be improved and commitment to being a good digital citizen and appropriate value/virtue e.g. integrity or responsibility</p>



## GRADE 8

### Theme: Safety and Security

Module 1: Exploring Concepts of Protection, Safety and Security

Unit 2: Protection from Harm

Learning Goals: By the end of this unit, students should be able to:

1. Be aware of situations that threaten their safety and security
2. Appreciate the importance of being able to protect yourself and others
3. Demonstrate appropriate skills to respond to situations that threaten their safety and security

**Core Values: Moral lenses – 1. Respect for self 2. Respect for others 3. Positive outlook  
4. Stewardship/service**

**Topic 1: Hard Target: Defence Tactics**

**Life Skills: Social: Communication**

Cognitive: Decision Making, Problem solving, Critical Thinking

Coping: Healthy Self-Management, Self-awareness

**Values/Virtues: Courage, Fortitude, Reason, Resourcefulness**

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>• Analyze what it means to be a hard target</li> <li>• Explore strategies that ensure personal safety and security of self and others</li> <li>• Practise self-defence techniques in risky situations</li> </ul>	<p>A <b>hard target</b> is a person who, due to their actions and/or appropriate protective measures, can minimize existing risks and thus will most likely represent an unattractive target for criminals and predators.</p> <p><b>Awareness-Raising</b></p> <p>The basic premise is being aware of your environment.</p> <p><b>Protective Measures</b></p> <p>Security awareness itself is usually not enough. In many cases, the traveller also requires the necessary tools (whistle) and operational measures to be able to move around safely. The <b>Stay Alert app</b> is also a useful protective measure for those persons who possess smart devices.</p> <p><b>Accessibility</b></p> <p>Anyone who is inaccessible to criminals is not a potential target for them. The more difficult or complicated access to an individual is,</p>	<p>Creative Arts/ Expression</p> <p>Brainstorming/ Resource Person</p>	<p>Students will generate scenarios in which they are required to be 'Hard Targets'. Using creative arts or expression, they will then illustrate what it means to be a hard target in each situation. Students will discuss each scenario and the strategies employed to become a hard target.</p> <p>Guiding questions for discussion:</p> <ol style="list-style-type: none"> <li>1. What is a hard target?</li> <li>2. How can children be a hard target?</li> <li>3. What do you think a child can do to protect himself/herself if they are targeted by predators?</li> </ol> <p>In groups, students will develop strategies for becoming a hard target at home, school and in the community. They will share their strategies with the class for feedback and discussion. They will also observe a presentation from a School Safety &amp; Security Officer, or a</p>	<p>Students' responses indicate an accurate description of what it means to be a hard target</p> <p>Strategies proposed are suitable and reflect appropriate value/virtue e.g. courage or resourceful</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> <li>Demonstrate coping skills to minimize danger in situations that may threaten safety and security</li> <li>Demonstrate communication skill to report situations that threaten the safety and security of self or others</li> </ul>	<p>the less attractive they become as a victim.</p> <p><b>Hard targets should be:</b></p> <ul style="list-style-type: none"> <li>Armed with the capacity to perceive and accept the threat, whatever it may be.</li> <li>Equipped, both mentally and physically. It requires pre-meditation, planning and practice.</li> <li>Like the sheepdog: vigilant and ready for the threat if it appears.</li> <li>Able to make the firm decision to be aware of your everyday life (in terms of self and surroundings).</li> <li>Unpredictable in daily patterns.</li> <li>Action-oriented.</li> <li>Able to understand pre-incident indicators and body language.</li> <li>Able to perceive and evaluate a situation properly and quickly.</li> <li>Minimizing risk by taking security precautions at home, in the car, on the street etc.</li> <li>Taking mental notes of surroundings at all times.</li> <li>Continuously minimizing distractions to be more alert</li> </ul> <p><b>Body's Function:</b></p> <p><b>Mindset:</b> Trusting internal warning radar, threat recognition and fear management.</p> <p><b>Verbal protection tactics:</b> Recognizing verbal set-ups leading to attacks and verbal defusing techniques. Get them to talk and persuade them to walk.</p>	<p>Resource Person</p> <p>Video Presentation/ Simulation</p> <p>Journaling/ Checklist</p>	<p>representative from the Community Safety and Security Branch of the JCF, on the characteristics of persons who are hard targets as well as the functions of the mind, body and voice in the security of self.</p> <p>Students will listen to a presentation from a crash survivor. They will then journal what new actions they will take to protect themselves when using the road.</p> <p>Students will watch a video highlighting self-defence techniques: (<a href="https://www.youtube.com/watch?v=LWYGfdrV_fY">https://www.youtube.com/watch?v=LWYGfdrV_fY</a>) or participate in a demonstration session with a resource person who specializes in self-defence. Students will then be given different situations in which they will be required to simulate their responses.</p> <p>Students will reflect on the following questions: How do my actions make me vulnerable? What can I do to reduce my risk? Do my actions compromise the safety and security of others?</p> <p>In their groups, they will then use the strategies to become a hard target previously brainstormed to develop a safety plan or checklist which they will use to track their ability to become a</p>	<p>Journal entries reflect self-awareness in identifying behaviours they can change to improve their safety on the road</p> <p>Simulation reflects effective use of problem solving skill, proper self-defence techniques and appropriate value/virtue e.g. fortitude or resourcefulness</p> <p>Journal entries reflect proficiency in the use of healthy self-management skill and appropriate value/virtue e.g. reason or fortitude to minimize danger in situations that may threaten safety and security</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p><b>Body Tactics:</b> Knowing how to use your surroundings to even the odds, avoid the attack and get to safety before it escalates to physical violence.</p> <p><b>Safety Tips</b></p> <ol style="list-style-type: none"> <li>1. Avoid walking alone or appearing distracted by wearing headphones or talking on your cell phone.</li> <li>2. Learn the best routes between your residence, school and activities.</li> <li>3. Share your extra-curricular schedule with friends and family.</li> <li>4. When you go out, let someone know where you are going and when you plan to be back.</li> <li>5. Do not expose any gadgets or personal items while travelling (wallet, mobile phone or laptop).</li> <li>6. Avoid displaying large amounts of cash.</li> <li>7. At night try to walk in well-lit regularly travelled pathways.</li> <li>8. Wherever you are, stay alert to your surroundings and the actions of people around you.</li> <li>9. Avoid travelling in heavily tinted buses or taxis</li> </ol> <p><b>Road Safety Tips</b></p> <ul style="list-style-type: none"> <li>• Be aware when on the road; avoid distractions such as headphones, mobile phones or playing while on the street.</li> <li>• always Use the pedestrian crossing when crossing the road to and from school.</li> <li>• Look left, right and then left again to ensure the road is clear or all vehicles have come to a complete halt before crossing.</li> <li>• Always use a seat belt or helmet where applicable.</li> </ul>	<p>Role Play</p>	<p>hard target over a given period. The plan should include:</p> <ul style="list-style-type: none"> <li>• Travelling on the road</li> <li>• Heading to/from school</li> <li>• Being at home and a burglar is trying to invade their residence</li> <li>• Being attacked by a peer/adult</li> <li>• Engaging in leisure activities (e.g. beach or play)</li> </ul> <p>At the end of the assigned period, students will record how they feel about their self-assessment and what they have done differently to minimize risk to themselves and others. Teacher will provide feedback as necessary.</p> <p>Students will compile a personal directory of persons and agencies that can provide support and services in situations where their safety and security may be compromised. Students will then role-play communicating with persons in their directory. Role-plays should include:</p> <ol style="list-style-type: none"> <li>1. Communicating with a parent/ guardian</li> <li>2. Reporting an incident to the Office of the Children’s Registry or the Child Development Agency</li> <li>3. Communicating with a guidance counsellor and/or School Resource Officer</li> </ol>	<p>Students demonstrate competence in the use of communication skill to make reports in a manner that shows confidence or courage</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<ul style="list-style-type: none"> <li>• Always walk facing oncoming traffic to be aware of the danger from approaching vehicles</li> <li>• Always cross streets at corners where there are traffic signals and designated crosswalks.</li> <li>• Make eye contact with drivers before crossing in front of them.</li> <li>• Always walk on sidewalks. If there are no sidewalks, walk facing traffic.</li> <li>• Be aware of cars that are turning or backing up.</li> <li>• Never run out into the street or cross between parked cars.</li> </ul> <p><b>Importance of practising safety tips</b></p> <ul style="list-style-type: none"> <li>• Personal Safety builds the support system of each child, including the family, school, community, and friends.</li> <li>• Personal Safety builds the self-esteem of each child to empower them to practice assertiveness skills for their own protection.</li> <li>• Personal Safety builds empathy for one another.</li> <li>• Personal Safety empowers children to take part in their own protection by giving them age-appropriate information</li> </ul>			

**GRADE 8**  
**Topic 3:**  
**Life Skills:**

**Theme: Safety and Security**  
**I Won't be a Victim of Trafficking**

Social: Communication, Assertiveness  
 Cognitive: Problem solving, Critical Thinking, Decision Making  
 Coping: Self-awareness, Empathy, Coping with Stress  
**Values/Virtues: Courage, Compassion, Concern, Wisdom, Supportive, Care**

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria																														
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>Explore key concepts related to trafficking in persons</li> <li>Critically analyse the causes and effects of trafficking in persons</li> <li>Show support to victims of trafficking in persons</li> <li>Demonstrate social, coping or cognitive skills in response to trafficking in persons</li> <li>Advocate for their protection against human traffickers</li> </ul>	<p>Trafficking is when people are tricked, forced or convinced by someone, to get involved in activities where they are used or exploited.</p> <p>A trafficker is a person who benefits from exploiting others. Traffickers trick, force or convince victims into situations where they are used or exploited.</p> <p><b>Elements of Trafficking</b></p> <table border="1"> <thead> <tr> <th>Act (What)</th> <th>Means (How)</th> <th>Purpose (Why)</th> </tr> </thead> <tbody> <tr> <td>Recruited</td> <td>Force</td> <td rowspan="2">Sexual exploitation</td> </tr> <tr> <td>Hired</td> <td>Coercion</td> </tr> <tr> <td>Transported</td> <td>Fraud</td> <td rowspan="3">Bonded, unpaid or hardly paid labour</td> </tr> <tr> <td>Harboured</td> <td>Threat</td> </tr> <tr> <td>Received</td> <td>Deception</td> </tr> <tr> <td></td> <td>Abduction</td> <td></td> </tr> </tbody> </table> <p>*All that is required for child trafficking are the Act (what) and the Purpose (why) as stated in Jamaica's law – Prevention, Suppression and Punishment Act (TIP Act 2007)</p> <p>There are two main types of trafficking:                      Labour: and Sex trafficking</p> <table border="1"> <thead> <tr> <th>Types of Labour Trafficking</th> <th>Types of sex Trafficking</th> </tr> </thead> <tbody> <tr> <td>Domestic servitude</td> <td>Pornography</td> </tr> <tr> <td>Forced begging</td> <td>Prostitution/commercial sex</td> </tr> <tr> <td>Debt bondage</td> <td>Remote sexual interactive acts</td> </tr> <tr> <td>Forced marriage</td> <td>Private sexual acts</td> </tr> <tr> <td>Child soldiers</td> <td></td> </tr> </tbody> </table>	Act (What)	Means (How)	Purpose (Why)	Recruited	Force	Sexual exploitation	Hired	Coercion	Transported	Fraud	Bonded, unpaid or hardly paid labour	Harboured	Threat	Received	Deception		Abduction		Types of Labour Trafficking	Types of sex Trafficking	Domestic servitude	Pornography	Forced begging	Prostitution/commercial sex	Debt bondage	Remote sexual interactive acts	Forced marriage	Private sexual acts	Child soldiers		<p>Brainstorming/                      Creative Expression</p> <p>Concept Mapping/                      Dramatization</p> <p>ICT/                      Creative Expression/                      Journaling</p>	<p>In groups, students will play a game, guessing the meaning of one of the following key terms for discussion: trafficking in persons, forced child labour, child soldiers, child sex trafficking and domestic servitude. Teacher will clarify where necessary.</p> <p>In groups, students will discuss social, cultural, economic and other factors that cause trafficking in persons. They will present their information for feedback and discussion in the form of a concept map. They will also discuss the effects of trafficking in persons on both the victim and perpetrator. In groups, students will be assigned one of the factors to prepare a skit to illustrate the cause and effect related to that factor. Feedback and discussion will be facilitated after each presentation.</p> <p>Students will watch a video about a student who was almost trafficked (<a href="https://www.youtube.com/watch?v=vbH53ne4Mt0">https://www.youtube.com/watch?v=vbH53ne4Mt0</a>) and reflect on the following questions:</p> <ol style="list-style-type: none"> <li>What can I do to prevent trafficking in persons?</li> <li>Do my actions increase the risk to myself and others in relation to trafficking in persons?</li> </ol>	<p>Students' responses reflect a clear and accurate understanding of the key concepts</p> <p>Concept map, dramatization and discussion reflect a detailed and accurate explanation of the causes and effects of trafficking in persons</p> <p>Journal entries and creative expression reflect concern and support for victims of trafficking and the actions they intend to take to protect themselves from trafficking</p>
Act (What)	Means (How)	Purpose (Why)																																
Recruited	Force	Sexual exploitation																																
Hired	Coercion																																	
Transported	Fraud	Bonded, unpaid or hardly paid labour																																
Harboured	Threat																																	
Received	Deception																																	
	Abduction																																	
Types of Labour Trafficking	Types of sex Trafficking																																	
Domestic servitude	Pornography																																	
Forced begging	Prostitution/commercial sex																																	
Debt bondage	Remote sexual interactive acts																																	
Forced marriage	Private sexual acts																																	
Child soldiers																																		

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p><b>Child Soldiers</b> Child soldiering is a unique and severe manifestation of trafficking in persons that involves the unlawful recruitment of children— often through force, fraud, or coercion—for labour or sexual exploitation in conflict areas. Perpetrators may be government forces, paramilitary organizations, or rebel groups trafficking for sexual exploitation, forced labour or domestic servitude.</p> <p><b>Domestic Servitude</b> A unique form of forced labour is that of involuntary domestic workers, whose workplace is informal, connected to their off-duty living quarters, and not often shared with other workers.</p> <p>Trafficking is often driven or influenced by social, economic, cultural and other factors. The desire of potential victims to seek better opportunities is exploited by traffickers who recruit and gain initial control or cooperation, only to be replaced by more coercive measures once the victims have been moved to another parish or country, which may not always be the one to which they had intended to migrate.</p> <p>Some of the common factors are:</p> <ul style="list-style-type: none"> <li>• local conditions that make populations want to seek better opportunities: poverty, oppression, lack of human rights, lack of social or economic opportunity, dangers from conflict or instability</li> <li>• political instability</li> <li>• militarism</li> <li>• civil unrest</li> <li>• internal armed conflict</li> <li>• natural disasters and pandemics</li> <li>• global demand for domestic servants, agricultural workers and sex workers</li> <li>• restrictive immigration policies in destination countries</li> </ul> <p>The practice of entrusting children to other relatives/caregivers may also create vulnerability.</p>	<p>Role Play</p> <p>Project</p>	<p>Using any form of creative expression (poetry, song, dance, music, visual art) students will express how they feel about children being trafficked in Jamaica and how they would show support to survivors. In a written or e-journal they will also share any relevant experiences and indicate what actions they will take to protect themselves and others from becoming victims of trafficking</p> <p>Teacher will make referrals where necessary.</p> <p>Students will be divided into small groups and will receive case scenarios of trafficking in persons. In their group, students will take turns role-playing the main character, demonstrating how they would respond in the given situation to protect themselves from being trafficked. Peers will rate each other's ability to use problem solving, decision making or negotiation skill to protect themselves.</p> <p>In groups, students will develop and implement a campaign at school to raise awareness about trafficking in persons and educate their peers on how to protect themselves from traffickers. Students will develop a blog or wiki, using <b>Blogger, WordPress, Wikispaces or other</b>; pamphlets or brochures; charts and other educational material. They will stage an event at their school which will include a display booth and educational sessions on preventing trafficking in persons using creative expression.</p>	<p>Role play reflects students' proficiency in decision making, problem solving or negotiation skill and appropriate value/virtue e.g. courage</p> <p>Campaign materials reflect the effective use of the steps in advocacy skill, are creative and reflect appropriate value/ virtue e.g. courage or wisdom</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p><b>How are Victims Trafficked?</b></p> <p>Persons are trafficked in a variety of ways. These include fraud, offers of employment (newspaper classified), advertisements, coercion, force; travel agents who mislead persons into believing they are migrating and even by family members who expect to gain a profit. Important to note is that many traffickers are recruited by victims of trafficking themselves, friends, family and community members who may believe the promises made to them.</p> <p>Kidnapping and drugging are also used. Common places where trafficking victims can be found are massage parlours, hotels, nightclubs, bars &amp; strip clubs and restaurants.</p> <p>Signs that indicate when persons are victims of trafficking in persons:</p> <ul style="list-style-type: none"> <li>• Frequent running away from home</li> <li>• Frequent absences from school</li> <li>• Signs of drug abuse</li> <li>• Deprived of sleep</li> <li>• Inappropriately dressed</li> </ul> <p><b>Consequences of Trafficking in Persons</b></p> <ul style="list-style-type: none"> <li>• threats of violence from traffickers which results in social alienation</li> <li>• psychological trauma</li> <li>• Stress on the family and community</li> </ul>			

**GRADE 8**

**Theme: Safety and Security**

**Topic 4:**

**First Aider- How Can I Help?**

**Life Skills:**

Social: Communication, Empathy, Advocacy  
 Cognitive: Decision making, Problem solving  
 Coping: Empathy, Coping with Emotions

**Values/Virtues:**

**Care, Support, Sensitivity, Reliability, Kindness, Initiative, Helpfulness**

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>Distinguish between minor, serious and life-threatening injuries</li> <li>Respond appropriately to injuries without causing harm to individuals</li> <li>Justify the need for an emergency system plan to respond to injuries</li> <li>Demonstrate social or cognitive skills to provide support and access services in response to injuries</li> </ul>	<p>Accidents can happen at any time; it is important to know the appropriate response to injuries to protect the health and well-being of the injured individual.</p> <p>Some injuries are small and minor and only require first aid, while others are more serious or life-threatening and must be treated by a trained medical professional immediately.</p> <p><b>First Responders</b> are persons such as firefighters, police or emergency medical technicians who are trained to provide care in the event of an emergency.</p> <p><b>First aid</b> is help given to a sick or injured person until a medical team arrives.</p> <p>A <b>first aider</b> is the first person to assist an individual until a medically trained individual arrives. First aiders are specially trained to provide first aid treatment in the event of an injury or illness and must assess the situation, protect themselves from infection, comfort, reassure and assess the casualty.</p> <p>First aid includes staying safe and looking out for danger, helping someone feel better and keeping calm. It also includes getting help by telling an adult or calling the police (119) or an ambulance (110).</p>	<p>Stimulus activity</p> <p>ICT/ Discussion/ Simulation</p>	<p>In groups, students will discuss a variety of scenarios involving injuries that can occur at home, school or in the community. Students can also brainstorm injuries to add to the list of scenarios. In their groups, they will categorize the injuries as minor, serious and life-threatening and propose how to respond to each situation. They will discuss it as a class.</p> <p>Students will be divided into groups to view a video highlighting the appropriate way to respond to a specific injury. Each group will be given a different injury to assess its treatment. These will include the following:</p> <ul style="list-style-type: none"> <li>Nosebleeds</li> <li>Choking</li> <li>Burns</li> <li>Difficulty breathing</li> <li>Broken bone</li> </ul> <p>Each group will share the injury they are assigned while the other groups will guess the appropriate treatment response. The group with the assigned injury will simulate the response to clarify misconceptions.</p>	<p>Injuries correctly categorized and students' responses indicate appropriate value/virtue e.g. care or helpfulness</p> <p>Simulations depict appropriate responses to injury, effective use of the steps in decision making, problem solving, empathy or effective communication skill and appropriate value/virtue e.g. support or helpfulness to avoid causing harm</p>



Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p><b>Response to injuries depends on the type of injury that has occurred.</b> These include:</p> <ul style="list-style-type: none"> <li>• Applying a cold compress</li> <li>• Pinching the nose when there is a nosebleed</li> <li>• Applying a wet cloth or towel</li> <li>• Rehydrate with fluids</li> <li>• Holding the injured body part under cool running water in case of burns</li> <li>• Adding pressure to the wound</li> </ul> <p>Calling for help is the most important thing to do after the injury occurs, especially when one is not trained in first aid as there will be complications if an injury is not properly treated. It is therefore important to know how to respond in a way that does not result in further injury to the individual.</p> <p><b>Emergency Medical Services</b> must be called right away if any of the following is observed:</p> <ul style="list-style-type: none"> <li>• If it is believed that the person's life is at risk</li> <li>• Difficulty in breathing and inability to speak is experienced</li> <li>• The individual's skin or lips have become purple or blue</li> <li>• The individual is experiencing a seizure or is unconscious or unresponsive</li> <li>• A head injury is experienced resulting in confusion, headache, vomiting, difficulty walking, irritability or decreased level of alertness</li> <li>• Severe pain is experienced</li> <li>• Wounds or burns that are large and cause serious bleeding that will not stop</li> <li>• Significant dehydration resulting in sunken eyes, inability to make tears or urinate</li> </ul>	<p>Project</p> <p>Simulation</p>	<p>Links to proposed videos:  <a href="https://www.youtube.com/watch?v=XjMvBW9KDLA">https://www.youtube.com/watch?v=XjMvBW9KDLA</a>  <a href="https://www.youtube.com/watch?v=Zvlh4SKozcE">https://www.youtube.com/watch?v=Zvlh4SKozcE</a></p> <p><a href="http://www.redcross.org.uk/What-we-do/Teaching-resources/Teaching-packages/Microsite/Life-Live-it-first-aid-education-for-children/What-is-first-aid/How-to-videos">http://www.redcross.org.uk/What-we-do/Teaching-resources/Teaching-packages/Microsite/Life-Live-it-first-aid-education-for-children/What-is-first-aid/How-to-videos</a></p> <p>Students will investigate if their school has instituted an emergency system plan. Students should review the plan or develop one for their school as a project. Students will organize a panel discussion or prepare a presentation to the school administration to justify the need for an emergency system plan, or revisions to the existing plan, to ensure their safety and security at school.</p> <p>In small groups, students will reflect on the following questions: "What is my role as a first responder?" and "How can I show care during an accident?" They will then be given a type of injury/casualty and will be asked to demonstrate the appropriate response in accordance with the guidelines for responding to different types of injuries. They will highlight the following:</p> <ol style="list-style-type: none"> <li>1. Correct procedure to employ when treating with the injury</li> <li>2. How to report the injury/casualty</li> <li>3. How to support the injured individual</li> <li>4. Possible consequences if the injury is not properly treated</li> <li>5. Highlight how to treat the injury if it occurs at school, home, church or during leisurely activities.</li> </ol>	<p>Advocacy skill effectively used to justify the need for an emergency system plan</p> <p>Arguments are valid and presented with confidence</p> <p>Simulation depicts effective use of the steps in empathy, problem solving or decision making skill and appropriate value/virtue e.g. care or sensitivity to provide support and access services in response to injuries</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p><b>When in doubt, emergency services must be called. A parent or guardian must always be notified in cases of emergency.</b></p> <p><b>Provide emotional support</b></p> <p>Injured persons often experience a combination of physical pain and emotional distress. There are many ways to provide emotional support to an injured individual and being a good listener is a great way to start. In some cases, allowing the injured party to talk through their pain and even asking questions can distract the person from their pain.</p> <p><b>Reporting</b></p> <ul style="list-style-type: none"> <li>• Take a deep breath to calm down a little</li> <li>• Tell the operator there's an emergency</li> <li>• Say your name and where you are located</li> <li>• Explain what happened and how many people are hurt</li> <li>• Follow the operator's instructions carefully</li> </ul>		<p>Students will be assessed by their peers. Teacher will provide feedback as necessary.</p>	

## **THEME: SAFETY AND SECURITY**

### **MODULE 2: FACTORS INFLUENCING BEHAVIOURS RELATED TO SAFETY AND SECURITY**

Analyse the influence of socio-cultural, economic factors and personal beliefs on lifestyle choices related to Protection, Safety and Security.

#### **About the Module**

Students should be able to demonstrate appropriate safety and security strategies in eliminating risky or maladaptive behaviours and develop a socio-cultural awareness of their rights and responsibilities in their home, school and community.

#### **Key Skills**

- Coping Skills (healthy self-management, self-awareness)
- Social Skills (communication, interpersonal relations)
- Cognitive Skills (critical thinking, creative thinking, problem solving, decision making)

#### **GUIDANCE FOR THE TEACHER**

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

#### **LINKS TO OTHER SUBJECTS: RELIGIOUS EDUCATION, SOCIAL STUDIES**

**GRADE 8****Theme: Safety and Security**

Module 2: Factors Influencing Behaviours Related to Safety and Security

Unit 1: Risk Factors to Protection, Safety and Security

Learning Goals: By the end of this unit, students should be able to:

Understand the factors that promote anti-social behaviour

Appreciate their responsibility to prevent violence

Apply appropriate skills to counter negative influences on lifestyle choices and behaviours

**Core Values: Moral lenses – 1. Respect for self 2. Respect for others 3. Positive outlook  
4. Stewardship/service****Topic 1: My Choices Make Me Safe and Secure****Life Skills:** *Social:* Communication, Negotiation*Cognitive:* Critical Thinking, Problem solving*Coping:* Self-awareness**Values/Virtues: Compassion, Concern, Decency, Peace, Wisdom, Reason, Respect, Self-control**

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>Examine the causes and effects of violence</li> <li>Reflect on their attitudes towards violent behaviours</li> <li>Challenge negative social norms in relation to violence, safety and security</li> </ul>	<p>Our decisions and actions are influenced by internal and external factors, such as our thoughts, needs, values, religion, family, media and even legislation.</p> <p>Some of these influences are positive, however, some may lead to negative behaviour such as violence.</p> <p>Understanding what we are influenced by, and how we are influenced by it, is an important part of the process of rational decision making. Allowing many of these factors to influence our behaviours negatively means we are no longer in control of our lives.</p> <p>Young people need to reflect on their responses to situations and the factors that influence their actions.</p> <p>Violence is defined as the intentional use of physical force or power, threatened or actual, against oneself, another person, group or community, which often results in injury, death or psychological harm.</p>	Game/ Discussion	<p>Students will stand in the middle of the classroom and listen to a series of statements. They will indicate whether each represents actions that are violent or peaceful by moving to the relevant sign at opposite ends of the room. Students may stand in the middle if they are unsure. Students will justify their answers for each statement. In small groups, students will discuss the different actions and discuss possible causes and effects of violence. Teacher will provide feedback and clarification as necessary. Guiding questions for discussion are as follows:</p> <ol style="list-style-type: none"> <li>Why do you think this is violent or peaceful?</li> <li>Does it depend on the situation?</li> <li>What would cause someone to act that way?</li> <li>Do you think violence is ever necessary?</li> </ol>	Students' responses in discussion indicate a clear and accurate understanding of actions that constitute violence and the causes and effects of violence



Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>TIP 3: Try to think of all you know and have learned about how to deal with name-calling, teasing, being rejected and feeling isolated. Remember you aren't the first person to get a hard time from your friends – and you won't be the last.</p> <p>TIP 4: If the friends hassling you really won't give you space to live your own life, you should start thinking of finding a new group of people who will show you more respect.</p> <p><b>Note to Teacher:</b> Please note that the students should not be allowed to role-play any violent scenes.</p> <p><b>Extended Learning:</b> See Mental Health &amp; High School Curriculum Guide (<a href="http://www.teenmentalhealth.org">www.teenmentalhealth.org</a>)</p> <p><b>Module 4:</b> Experiences of Mental Illness and the Importance of Family Communication</p> <p><b>Activity # 4 &amp; 5:</b> Discussion Groups/Sharing the Pieces</p>	<p>Role Play/ Simulation</p>	<p>convincing arguments to counter the negative message and influence their peers to change their beliefs.</p> <p>In groups, students will discuss the following questions:</p> <ol style="list-style-type: none"> <li>1. Have you ever been in a situation where you felt pressured to participate in a threatening or violent act towards someone?</li> <li>2. How did that make you feel?</li> <li>3. How difficult was it to express your discomfort with the situation?</li> </ol> <p>Students will share their experiences and write the situations on situation cards. Students will be randomly assigned one of the situations to role play how they would respond appropriately to the negative influences of their peers. They will discuss how they felt during the role play and the kinds of pressure they faced. Teacher will guide discussion after each role play, giving feedback as students suggest strategies for coping with the various pressures. Examples of role-plays:</p> <ul style="list-style-type: none"> <li>• Students trying to convince another to steal from the shopkeeper</li> <li>• Encouraging peers to engage in a Fight</li> <li>• Student asking another to hide a contraband</li> </ul>	<p>communication skill (being an effective speaker), counter-arguments are appropriate, convincing and encourage attitudes that oppose violence e.g. compassion or self-control</p> <p>Role play portrays effective use of the steps in decision making, negotiation, problem solving refusal or critical thinking skill and appropriate value/virtue e.g. reason or wisdom to reject negative influences and respond appropriately</p>

**GRADE 8**

**Theme: Safety and Security**

**Topic 2:**


**Cybercrimes and Me**

**Life Skills:**

Social: Communication, Assertiveness  
 Cognitive: Decision Making, Critical Thinking  
 Coping: Self-awareness, Coping with Emotions, Coping with Stress

**Values/Virtues:**

**Decency, Understanding, Courage, Compassion, Responsibility, Respect, Sensitivity, Goodwill**

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>Critically analyse the concept of cybercrime</li> <li>Examine the psychological effects of cyber-bullying</li> <li>Alter their behaviours in cyberspace to reduce harm to self and others</li> <li>Promote behaviours in cyberspace that support the safety of self and others</li> </ul>	<p>Technology now gives people a new platform to engage in illegal activities.</p> <p><b>Cybercrime</b> is any illegal activity carried out by a computer, smart/digital device or the internet. Cybercrime incorporates anything from downloading information from cyberspace to stealing millions of dollars from an institution or person.</p> <p><b>Types of cybercrimes:</b></p> <ol style="list-style-type: none"> <li>Threats</li> <li>Child pornography</li> <li>Contraband to include transferring illegal items via the Internet</li> <li>Copyright or trademark infringement</li> <li>Money laundering</li> <li>Cyberbullying</li> <li>Cyber terrorism</li> <li>Trafficking in persons when it is done online</li> <li>Online gambling</li> <li>Hacking</li> <li>Criminal mischief</li> <li>Phishing and Cat-phishing</li> </ol>	<p>Research/ Concept mapping</p> <p>Video presentation/ Discussion</p>	 <p>In groups, students will research cybercrimes to obtain information to complete the concept map above. In the yellow circle (left) they must define the word cyber and will also make a list of activities that can be performed using the internet. In the blue circle (right) they will define 'crime' and make a list of criminal activities; while in the green (middle) circle they will define 'cybercrime' and make a list of activities that are considered cybercrimes. They will discuss these activities providing explanations for their answers.</p> <p>Students will watch a video on cyberbullying: <a href="https://www.youtube.com/watch?v=vmQ8nM7b6XQ">https://www.youtube.com/watch?v=vmQ8nM7b6XQ</a> and discuss how cyberbullying can lead to varied psychological effects on both the offender and victim. They will also share relevant experiences and evaluate the actions of the offender and the impact on the victim.</p>	<p>Concept map illustrates an accurate and clear understanding of activities that constitute cybercrimes</p> <p>Student responses in discussion indicate a clear understanding of the psychological effects of bullying and appropriate value/virtue e.g. understanding or compassion</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>Demonstrate the use of social skills to report incidences of cyberbullying</p>	<p><b>Cyberbullying</b></p> <p>Cyberbullying is the use of technology to embarrass, harass, threaten or target a person. This form of bullying is normally done by teens or pre-teens to shame individuals they consider to be different from themselves and their peers.</p> <p>Cyberbullying is not limited to the schoolyard but it can happen 24 hours of the day, which can be harmful to both the victim and offender. Some offenders engage in bullying because they have experienced or are experiencing bullying; as such, they project their feelings onto the victim.</p> <p><b>Types of cyberbullying:</b></p> <ol style="list-style-type: none"> <li>1. Exclusion</li> <li>2. Harassment</li> <li>3. Outing (shaming/exposing victims)</li> <li>4. Cyberstalking</li> <li>5. Frap (capturing people's information)</li> <li>6. Fake profile</li> <li>7. 'Dissing'</li> <li>8. Trickery</li> <li>9. Trolling</li> <li>10. Phishing and cat phishing</li> </ol>	<p>Video Presentation/ Game/ Journaling</p>	<p>Students will watch a video on digital footprint titled "Cybersmart Forever": <a href="https://www.youtube.com/watch?v=XMa1XKGRae8">https://www.youtube.com/watch?v=XMa1XKGRae8</a> and answer the questions asked in the video. The students will then play "Never have I ever" standing if the statement applies to them.</p> <p>"Never have I ever"</p> <ol style="list-style-type: none"> <li>1. Used the internet</li> <li>2. Signed up for an app while being underage</li> <li>3. Shared a personal picture</li> <li>4. Given people my personal information online</li> <li>5. Shared people's pictures or information in cyberspace</li> <li>6. Written something bad about a person in cyberspace</li> <li>7. Logged in to someone's email without their knowledge</li> <li>8. Shamed someone on social media</li> <li>9. Created a fake profile to trick Someone</li> <li>10. Engaged in trickery</li> <li>11. Lied about someone on social media</li> <li>12. Tried to obtain someone's email password</li> </ol>	<p>Students' responses in game and journal indicate self-awareness through their ability to identify their online behaviours that protect or bring harm to self and others and the behaviours they can improve</p> <p>Appropriate value/virtue e.g. sensitivity displayed</p>



Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p><b>Signs of cyberbullying:</b></p> <ul style="list-style-type: none"> <li>• Getting upset after using an electronic device</li> <li>• Withdrawn from family and friends</li> <li>• Being secretive</li> <li>• Avoiding activities once enjoyed</li> <li>• Truancy</li> <li>• Decrease in academic performance</li> <li>• Changes in mood and behaviour</li> <li>• Children are jumpy if/when their electronic device gets a message, vibrates or rings</li> <li>• Avoiding the use of electronic devices</li> </ul> <p><b>Effects of cyberbullying:</b></p> <ul style="list-style-type: none"> <li>• Suicide (both offender and victim)</li> <li>• Stress</li> <li>• Uneasiness</li> <li>• Anxiety</li> <li>• Depression</li> <li>• Loneliness</li> <li>• Isolation</li> <li>• Withdrawal</li> </ul> <p><b>How to report</b></p> <ul style="list-style-type: none"> <li>• Save text messages/voice notes/pictures</li> <li>• Report to parent/teacher/principal or Counter Terrorism and Organized Crime (C-TOC)</li> </ul>	<p>Project</p> <p>Role Play</p>	<p>In their journals, students will then reflect on the things they have engaged in while using cyberspace and plan to use the internet wisely. They will also look at the consequences of leaving a negative cyber footprint. Teacher will provide feedback and make referrals where necessary.</p> <p>Reflective Questions:</p> <ul style="list-style-type: none"> <li>• Have my actions online offended persons?</li> <li>• How do I feel about my digital footprint?</li> <li>• What actions will I take to prevent cyberbullying?</li> </ul> <p>Students will be placed in groups to develop a <b>cyber campaign</b> that will educate their peers about responsible use of the internet and strategies to protect themselves and others from cybercrimes. With the consent of their parents, they will use <b>new media</b> to launch their campaign.</p> <p>Students in small groups will reflect on the following questions and share their answers with the class. Teacher will provide feedback.</p> <p>Reflective Questions:</p> <p>How can I protect myself and others from being cyberbullied?</p> <p>How confident am I in reporting incidents of cyberbullying?</p> <p>In their groups, students will then develop a role play to show how they would respond if they were cyber-bullied. In the role-play, they must demonstrate to whom and how to</p>	<p>Campaign reflects effective use of the steps in advocacy skill, shows creativity and promotes appropriate value/virtue e.g. decency or respect</p> <p>Role play clearly depicts students' ability to confidently and effectively use the steps of communication or assertiveness skill to report incidents of cyberbullying</p> <p>Appropriate value/virtue e.g. courage also evident</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p><b>Digital footprint</b></p> <p>A digital footprint is any data trail that is left while using the internet. This footprint can be left intentionally or unintentionally, in that, once an email is sent it is considered an active (intentional) footprint while if a website is visited for information it is called a passive (unintentional) digital footprint.</p> <p>Tips to Manage One’s Digital Footprint</p> <ol style="list-style-type: none"> <li>1. Use privacy settings</li> <li>2. Keep a list of social media accounts and delete inactive accounts</li> <li>3. Don’t overshare; keep quiet about certain aspects of your life and the lives of others</li> <li>4. Google yourself – you may be surprised what you find</li> <li>5. Monitor linked accounts – this allows access to information between two accounts</li> <li>6. Think before you click – remember sending or sharing is like publishing; every time you send a message, share and upload information, pictures or videos, it is forever there on the internet.</li> <li>7. Use digital tools to manage your footprint – Search for applications that can limit the capture of your personal information</li> </ol>		report the incident.	



Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>about making reports of criminal activities</p> <ul style="list-style-type: none"> <li>Illustrate appropriate ways to make a formal report to the police</li> </ul>	<p><b>Ways to report a crime:</b></p> <ul style="list-style-type: none"> <li>Anonymous (if you wish to remain anonymous call crime stoppers by dialling 311)</li> <li>Non-emergency (contact local police station by phone or go to the nearest police station with a front desk)</li> <li>Emergencies (in an emergency dial 119 and ask for the police.</li> </ul> <p><b>Giving a witness statement</b></p> <p>A witness statement is a written account of the incident. This statement is written by a police officer who will ask questions and record what was said. After completing your statement, you will be asked to read and sign your name which indicates that you agree to what is written. The statement given will be used in court proceedings.</p> <p>When giving your statement you are required to ask the name of the officer, his/her rank and number. You should also be given the name of the officer who will be in charge of the case and their details.</p> <p>If you are afraid of any repercussions if you become a witness there is the Evidence Act that makes provision for your fear. This Act allows witnesses when making statements to share how they are affected by the crime namely:</p> <ol style="list-style-type: none"> <li>How the crime affects them emotionally, financially and physically</li> <li>Whether you feel intimidated</li> <li>If you are worried if the offender is given bail</li> </ol> <p>When these are included in the statement then there will be guidance by court personnel to help you through the case. Once a statement is made it cannot be changed but another statement can be made to clear up something said in an earlier statement.</p>	<p>Debate</p>	<p>Students will answer the following questions:</p> <ol style="list-style-type: none"> <li>Whose responsibility is it to protect us while travelling daily?</li> <li>Do I have a duty only to myself or should I be considerate of others?</li> <li>What should the persons on the bus have done to save the life of an innocent schoolboy?</li> <li>How can I protect myself and my family if I keep silent after witnessing a crime?</li> <li>Does remaining silent mean I agree to the daily killing of others?</li> <li>After witnessing an incident and not reporting it, does it mean I am to be blamed if there is any reoccurrence?</li> <li>What would I have done if it was someone in my family that was hurt, raped, kidnapped or killed?</li> </ol> <p>Students will form two teams to debate the moot "Citizens have a civic duty to report criminal activities". One team will argue in favour of civic duties viewed through the lens of citizenship and moral standards and the other team presents reasons why it is not an individual duty to share information that may put their life at risk.</p>	<p>Attitudes that reject the informer culture are displayed</p> <p>Students display confidence and demonstrate proficiency in communication skill during debate</p>



Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
		Role Play	Students will view the 'Wall of Shame' and read newspaper articles showing different stories of crimes committed in Jamaica. In small groups they will choose one article and discuss the best way to report the information to the relevant authorities, including the police, Crime Stop, the Children's Advocate and Office of the Children's Registry. This presentation will be done using a role-play.	Role play depicts effective use of the steps in communication or assertiveness skill and appropriate value/virtue e.g. law-abiding or courage

## **THEME: SAFETY AND SECURITY**

### **MODULE 3: SAFEGUARDS FOR PROTECTION, SAFETY AND SECURITY**

Develop action competence and build capacity to minimize factors affecting Protection, Safety and Security within all contexts.

#### **About the Module**

Students must be able to develop and demonstrate the appropriate skills in minimizing or eliminating risks to self. They should also be able to demonstrate awareness of resource persons or agencies to contact in case of emergencies or if they are in need of protection.

#### **Key Skills**

- Coping Skills (healthy self-management, self-awareness)
- Social Skills (communication, interpersonal relations)
- Cognitive Skills (critical thinking, creative thinking, problem solving, decision making)

#### **GUIDANCE FOR THE TEACHER**

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

#### **LINKS TO OTHER SUBJECTS: RELIGIOUS EDUCATION, CIVICS**

**GRADE 8****Theme: Safety and Security**

Module 3: Safeguards for Protection, Safety and Security

Unit 1: Minimizing My Risk

Learning Goals: By the end of this unit, students should be able to:

1. Be aware of actions that threaten the safety of self and others
2. Appreciate that life must be protected
3. Utilize appropriate skills to avoid risky behaviours that threaten safety and security

**Core Values:** **Moral lenses – 1. Respect for self 2. Respect for others 3. Positive outlook 4. Stewardship/service**

**Topic 1: Gang Life is No Life****Life Skills:** Social: Communication, Negotiation

Cognitive: Decision Making, Problem solving, Critical Thinking

Coping: Self-awareness

**Values/Virtues: Resilience, Determination, Perseverance, Strength, Courage, Wisdom**

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>• Distinguish the characteristics of a gang</li> <li>• Analyze risk and protective factors of gang involvement</li> <li>• Evaluate the negative outcomes of being part of a gang</li> <li>• Assess their personal risk and vulnerability toward gang involvement</li> </ul>	<p>A <b>gang</b> is two or more individuals coming together to intimidate, extort or commit a crime in a community. In some criminal gangs, members must prove their loyalty by committing acts such as theft or violence.</p> <p>A youth gang can be considered as a collective group of adolescents and young adults who interact frequently, are deliberately and frequently engaged in illegal activities, share a common collective identity and typically adopt specific methods of identification and claim/control over certain 'turfs' and/or property.</p> <p>A gang member is any person who associated himself/herself with other gang members to the exclusion of former friends and family. This has happened as they have shifted their loyalty to the gang which they now see as their 'family'. Gang members are involved in criminal activities that often involve protecting their turf and fellow gang members.</p>	Game/ Discussion	<p>Students will play the game 'Agree, Disagree'. They will listen to a series of statements and indicate their agreement or disagreement by standing under the appropriate sign. Sample statements are as follows:</p> <ol style="list-style-type: none"> <li>1. A gang can have only two people.</li> <li>2. Gang activities are usually legal.</li> <li>3. A group of persons who intimidate others is considered a gang.</li> <li>4. Gangs always have a specific symbol common to all members.</li> <li>5. Adolescents who hang out frequently and give themselves a name are considered a gang.</li> <li>6. Only males join gangs.</li> <li>7. Some people join gangs to find a sense of belonging.</li> </ol>	Students' responses indicate a clear and accurate understanding of the characteristics of a gang



Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> <li>Demonstrate a willingness to avoid a gang lifestyle</li> <li>Demonstrate social or cognitive skills to avoid involvement in gangs and gang-related activities</li> </ul>	<p><b>Gang-related activities</b></p> <ul style="list-style-type: none"> <li>Theft</li> <li>Scamming or Extortion</li> <li>Drugs use and abuse</li> <li>Destruction of property</li> <li>Sexual offences</li> <li>Assault and endangerment of others</li> <li>Transportation or sale of illegal substances or other contraband</li> <li>Any activity prohibited by law</li> </ul> <p><b>Why do people join gangs?</b></p> <p>People join gangs for different reasons. These usually involve a:</p> <ul style="list-style-type: none"> <li>Desire for Power</li> <li>Desire for Respect</li> <li>Desire for Protection</li> <li>Desire for Money</li> <li>Desire for Love</li> <li>Sense of Belonging</li> </ul> <p>Adolescents are attracted to gangs for these very same reasons, however, other reasons include status, security, friendship, family substitute and substance abuse influences.</p> <p><b>Risk of gang involvement</b></p> <ul style="list-style-type: none"> <li>Family members involved in gang</li> <li>Friends members involved in gang activity</li> <li>Limited attachment to the community/school/family</li> <li>Opportunity for members to get into other criminal activities</li> <li>Alcohol and drug abuse</li> <li>Poor educational or employment potential</li> </ul>	<p>Stimulus Activity</p> <p>Discussion/ Creative Expression</p>	<p>8. You don't have to prove your loyalty to a gang by committing illegal acts.</p> <p>9. Gangs see themselves as a family.</p> <p>In groups, students will then discuss the following questions and share their responses. Teacher will provide feedback and clarify where necessary:</p> <ol style="list-style-type: none"> <li>What is a gang?</li> <li>What makes a gang different from other social groups?</li> <li>What kinds of activities do gangs usually participate in? How would you be able to recognize members of a gang?</li> </ol> <p>Individual risk and protective factors of adolescent gang involvement will be written on strips of paper and placed in a bag. Each student will select one strip of paper and identify whether the factor is a risk or protective factor, i.e. increase an adolescent's risk of getting involved in a gang or protect an adolescent from gang involvement. Students will justify their answers.</p> <p>Students will participate in a discussion about the negative impact of gang involvement. They will then be placed in groups to use any form of creative expression (visual arts, drama, music, dance or creative writing), to depict the negative consequences of gang involvement. The discussion can include a reformed gang member or other resource person, who will share the negative effects of gang life on self and others, including injury, jail and death; students could also watch the</p>	<p>Students' responses indicate their ability to distinguish between risk and protective factors and a clear and accurate understanding of how these factors affect involvement in a gang</p> <p>Creative expression depicts an accurate understanding of the negative consequences associated with gang involvement</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<ul style="list-style-type: none"> <li>• Aggression</li> <li>• Alcohol and drug use</li> <li>• Early or precocious sexual activity</li> <li>• Violent victimization</li> <li>• High commitment to delinquent peers</li> <li>• Street socialization</li> <li>• Interaction with delinquent peers</li> <li>• Pre-teen exposure to stress</li> </ul> <p><b>Recognizing gangs</b></p> <p>Gangs can usually be identified through a specific symbol that is common to all members. These include graffiti of unusual signs or writing on walls and notebooks of school-aged gang members. Tattoos, obvious or subtle forms of clothing, brands, jewellery or haircuts and bandanas are also common indicators.</p> <p>Suspicious bruises, wounds or injuries resulting from initiation activities are also signs of gang involvement, as are hand signs, sudden changes in behaviour or secret meetings.</p> <p><b>Strategies to mitigate against gang involvement:</b></p> <ul style="list-style-type: none"> <li>• Anti-gang education</li> <li>• Building positive associations and patterns of relations with mentors and peers</li> <li>• Involvement in positive peer groups and extra-curricular activities</li> <li>• Avoid areas where gangs are known to hang out where possible.</li> <li>• Be aware of signs and threats</li> <li>• Creation of positive environments through community, family and service organizations</li> </ul>	<p>Checking/ Journaling</p>	<p>following video called “Firing Squad” <a href="http://youthjamaica.com/content/gang-violence">http://youthjamaica.com/content/gang-violence</a> where two brothers argue about the younger one’s decision to join the community gang and then answer the following questions. Teacher will provide clarification where necessary.</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do I feel about Sam’s involvement in a gang?</li> <li>2. Is Sam’s decision a smart or stupid one? Why?</li> <li>3. What are the risks of being in a gang?</li> <li>4. How does Sam’s involvement in a gang affect his relationship with his brother?</li> <li>5. What do you think happened to Sam because of being in a gang?</li> <li>6. What alternatives are there that are more productive and could provide the same benefits as joining a gang?</li> </ol> <p>Guided by the teacher, students will use the risk and protective factors to create a checklist of statements that will be used to assess their risk and vulnerability concerning gang involvement. In their journals, students will then complete the assessment tool and draw conclusions about their risks. Reflecting on the following questions,</p>	<p>Journal entries reflect self-awareness in identifying their feelings, new actions they can take and a willingness to change the behaviours that increase their risk</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<ul style="list-style-type: none"> <li>• Promotion of social and economic policies that support positive youth development</li> <li>• Close relationship with law enforcement to report gang-related activities</li> </ul> <p><b>Laws that govern gang-related behaviour include:</b></p> <ul style="list-style-type: none"> <li>• Firearm Act</li> <li>• Malicious injuries to property</li> <li>• Dangerous Drugs Act</li> <li>• Larceny Act</li> <li>• Anti-gang Legislation</li> </ul>	<p>Self-reflection/ Journaling</p>	<p>they will express how they feel about gang involvement, their assessment and what behaviours they are willing to change to prevent/reduce their likelihood of gang involvement.</p> <p><b>Reflective Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do I feel about getting involved in a gang?</li> <li>2. How willing am I to put my life at risk by being involved in a gang?</li> <li>3. How do I feel about my vulnerability?</li> <li>4. What will I do differently to avoid participating in gang-related activities?</li> </ol> <p>Students will assess their values and complete a road map of their life. Each student will be given the “My Most Important Values” Worksheet to identify the five most important values to them, ranking them in order of priority. In groups, students will then review the ‘Road to Life Handout’ (see p. 299) and discuss how their values relate to the choices and consequences on the map using the following questions:</p> <ul style="list-style-type: none"> <li>• How do I feel about my values?</li> <li>• How do my current actions/ behaviours reflect my values?</li> <li>• How do I feel about the path I am taking?</li> <li>• How do my choices affect myself and others?</li> <li>• What can I do differently to avoid gang life?</li> </ul>	<p>Road map reflects students’ self-awareness in identifying their values, their feelings about their behaviours and how they impact others, as well as positive goals and new actions they will take to achieve them</p> <p>Journal entries reflect proficiency in healthy self-management or decision making skill and appropriate value/virtue e.g. perseverance or courage</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
			<p>Individually, using the handout as a guide, students will then draw their own road map. On the map, they will draw a road and place their current behaviours and the possible outcomes of those choices. They will then think about positive goals they wish to achieve and draw a 'new road' to represent their new path. On the 'new road', students will write the new actions they will take to achieve the desired goals, which they will place at the end of the 'new road' on their map.</p> <p>Students will place the map in their journals and reflect on their progress in achieving their goals at assigned intervals. Teacher will provide continuous feedback and make referrals where necessary.</p>	

**GRADE 8****Theme: Safety and Security****Topic 2:****Extortion Ends with Me****Life Skills:**

Social: Communication, Assertiveness, Refusal, Negotiation

Cognitive: Decision Making, Problem Solving, Critical Thinking

Coping: Self-awareness

**Values/Virtues:****Decency, Determination, Honesty, Honour, Integrity, Morals, Concern**

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>Differentiate between robbery and extortion</li> <li>Show concern for victims of extortion</li> <li>Assess how their personal beliefs about extortion impact their behaviours</li> <li>Demonstrate the use of social or cognitive skills to combat extortion</li> </ul>	<p>Extortion is an illegal act. An individual is guilty of extortion if he or she makes any unwarranted demand with verbal or written threat as a view to gain for him or herself, or another, with intent to cause loss to another. (Larceny Act, Jamaica 2006).</p> <p>Extortion is usually committed to obtain money, however, it can involve items of value or services from a person. The key element in extortion is the threat of harm to the person; the threat however does not have to be immediate.</p> <p>There are different types of extortion. The most common involves the payment of money for 'protection', where the perpetrators promise to refrain from harming individuals and/or their businesses if specific sums of money are paid to them.</p> <p>Extortion can also involve the use of information, rather than force, to coerce persons to comply. This is usually termed blackmail. This type of extortion has also become common over the internet and is referred to as cyber-extortion.</p> <p>Extortion differs from robbery in that the latter involves taking something from another individual with the use of <u>immediate</u> threat.</p>	<p>Cases Scenarios/ Discussion</p>	<p>Students will be divided into groups to discuss the following case scenarios, explaining which cases represent robbery vs extortion.</p> <p>Case Scenarios:</p> <ol style="list-style-type: none"> <li>On his way to school each morning Jason is stopped by older boys in his community to whom he must turn over his lunch money to get to school safely.</li> <li>A group of adolescent males and females threaten to harm the family of the 'Chinie man' who owns the wholesale if he does not pay them for protection.</li> <li>Keisha is on her phone after school. Another student, Latoya, holds a knife to her side and holds out the palm of her hand. Keisha hands her the phone.</li> <li>On his way to the bathroom, Matthew is stopped and told that he has to pay to get inside.</li> <li>Keisha and Jason dated for a few years. After a bad break-up, he hacks into her computer and uses her webcam to take nude photos of her. He then tells Keisha that if she doesn't pay him \$5000 he will post the pictures on Instagram.</li> </ol>	<p>Students' responses in discussion indicate a clear and accurate understanding of the difference between robbery and extortion</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>This normally involves the use of force or intimidation. The difference between the two is based on the nature of the threat. Extortion allows the individual being extorted to weigh his/her options, while robbery, which does not require a verbal threat – a weapon can be brandished- involves immediate threat at that moment. A written or verbal threat must accompany the demand for a case to be considered extortion.</p> <p>Unfortunately, the practice of extortion occurs at different levels of our society, including our schools, where students are extorted for their lunch money.</p> <p>Some students will become victims of extortion within schools due to certain vulnerabilities such as fear of being physically attacked or verbally abused. The offenders, often known as bullies, are students that use their physical strength, access to embarrassing information or popularity, to receive cash or kind from their victims.</p> <p><b>Risk Factors and Causes of Extortion Among Adolescents</b></p> <p>Risk factors of extortion include:</p> <ul style="list-style-type: none"> <li>• Low self-esteem</li> <li>• Negative attitudes, values or beliefs</li> <li>• Drug, alcohol or solvent abuse</li> <li>• Poverty</li> <li>• Children of parents in conflict with the law</li> <li>• Homelessness</li> <li>• Presence of neighbourhood crime</li> <li>• Early and repeated anti-social behaviour</li> </ul>	<p>Video Presentation/ Discussion/ Creative Expression</p>	<p>Students will review the definition of extortion to provide clarification. The following video can also be used to stimulate discussion: <a href="https://www.youtube.com/watch?v=UNCBuFJRyK">https://www.youtube.com/watch?v=UNCBuFJRyK</a> <a href="https://www.youtube.com/watch?v=eWEsbxyhO2A">https://www.youtube.com/watch?v=eWEsbxyhO2A</a></p> <p>Students will watch the following video of a news clip of a case of extortion in a Trinidadian school: <a href="https://www.youtube.com/watch?v=Qr4GELMxCcc">https://www.youtube.com/watch?v=Qr4GELMxCcc</a>. They will discuss the following questions in small groups for a larger group discussion:</p> <ol style="list-style-type: none"> <li>1. What similarities are there in this video with what occurs in some Jamaican schools?</li> <li>2. How are you able to identify with this situation?</li> <li>3. What are your thoughts on the actions in the video?</li> <li>4. How do you feel about the perpetrators and victims of extortion?</li> <li>5. What actions would you take to prevent extortion in your school?</li> </ol> <p>In groups, students will then reflect on the following questions: <i>How would I feel if I were being extorted? What would it say about me if I engaged in extortion? What can I do to protect victims of extortion?</i></p> <p>Pretending the video involved a student at their school, students will prepare a creative piece that opposes extortion and demonstrates concern and support for the victim.</p>	<p>Creative pieces depict effective use of the steps in empathy skill and appropriate value/virtue e.g. concern</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<ul style="list-style-type: none"> <li>• Lack of positive role models</li> <li>• Children who witness violence</li> <li>• Lack of services (social, recreational, cultural, etc)</li> <li>• Family distress, family violence</li> </ul> <p><b>Effects of Extortion on Adolescents</b></p> <ul style="list-style-type: none"> <li>• Sadness, depression, anxiety</li> <li>• Fear of school</li> <li>• Low self-esteem</li> <li>• Suicidal thought</li> <li>• Anger and desire for revenge</li> </ul> <p><b>Prevention Strategies</b></p> <ul style="list-style-type: none"> <li>• All students must know that extortion is a criminal activity.</li> <li>• Extortion must be treated as a serious offence within schools. Offenders must receive sanctions and be used as an example to deter other students from the practice.</li> <li>• Known offenders must be monitored by both staff and students, this will help to protect victims.</li> <li>• Encourage students to report extortion activities.</li> <li>• Provide psycho-social support to offenders as their behaviour may occur due to some psychological or social issue. This may curb repeated offences.</li> </ul>	<p>Stimulus Activity/ Journaling</p>	<p>Students will engage in a values clarification activity called 'I Believe' and then reflect in their journals. First, they will stand in a line and listen to a series of statements; students in agreement with a statement should take a step forward each time. The statements are as follows:</p> <ol style="list-style-type: none"> <li>1. My school is safe from extortionists.</li> <li>2. It is okay to rob someone of money or possessions if I am in greater need.</li> <li>3. It is okay to extort persons.</li> <li>4. When you extort someone you have no care for their wellbeing.</li> <li>5. I know of persons who are involved in extortion.</li> <li>6. Persons who are being extorted should pay.</li> <li>7. I would not become involved in acts of extortion.</li> <li>8. Extortionists should be reported.</li> <li>9. I am afraid to report acts of extortion.</li> <li>10. I will report acts of extortion.</li> </ol> <p>Students will then discuss how they feel about the activity followed by reflective journaling. In their journals, they will reflect on their beliefs about extortion and how these beliefs influence their decisions to prevent, participate in and/or report acts of extortion.</p>	<p>Journal entries reflect students' self-awareness and openness in identifying their values and beliefs about extortion and how these impact their behaviours. Appropriate value/ virtue e.g decency, morals or honesty reflected in journal entries</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p><b>Protecting Oneself from Extortion</b></p> <ul style="list-style-type: none"> <li>• Report cases or suspect cases of extortion</li> <li>• Do not pay extortionists. Paying criminals will only encourage them to make further demands</li> <li>• Avoid areas in the school where there is no adult supervision</li> <li>• Walk in groups</li> <li>• Be careful what you do online and offline. Do not become engaged in inappropriate acts as these can be used against you by threatening damage to your reputation.</li> </ul> <p>Adapted from: <a href="https://www.publicsafety.gc.ca/cnt/cntrng-crm/crm-prvntn/fndng-prgrms/rsk-fctrs-en.aspx">https://www.publicsafety.gc.ca/cnt/cntrng-crm/crm-prvntn/fndng-prgrms/rsk-fctrs-en.aspx</a></p>	Brainstorming/ Portfolio development	Students will brainstorm strategies to prevent/reduce the incidence of extortion in their school. They will be divided into groups and assigned one of the strategies to implement. As a group, they will design and implement the activity and develop a portfolio of their experience.	Portfolio reflects effective use of decision making, problem solving, assertiveness or advocacy skill and appropriate value/virtue e.g. integrity



**GRADE 8****Theme: Safety and Security**

Module 3: Safeguards for Protection, Safety and Security

Unit 2: Disaster Management

Learning Goals: By the end of this unit, students should be able to:

1. Understand issues that impact environmental safety
2. Appreciate the importance of preparing for natural disasters
3. Apply life skills to reduce the risk of injury in situations that compromise the safety of self and others

**Core Values:** **Moral lenses – 1. Respect for self 2. Respect for others 3. Positive outlook 4. Stewardship/service**

**Topic 1:** **Mass Casualty Management System**

**Life Skills:** Social: Communication, Empathy  
Cognitive: Decision Making, Problem solving, Critical Thinking  
Coping: Coping with Emotions

**Values/Virtues:** **Care, Supportive, Sensitivity, Reliability, Reason, Cooperation**

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>Analyze mass casualty management response procedures</li> <li>Summarize the roles and responsibilities of individuals and agencies in managing mass casualty situations</li> <li>Propose strategies to protect themselves during situations of mass casualty</li> </ul>	<p>A <b>mass casualty</b> incident is any event that places excessive demands on medical, emergency and security personnel and equipment. When this happens it creates many patients and taxes the medical and emergency systems.</p> <p><b>Types of Mass Casualty</b></p> <ol style="list-style-type: none"> <li>1. Accidents</li> <li>2. Major fires</li> <li>3. Train Derailment</li> <li>4. Building collapses</li> <li>5. Earthquake</li> <li>6. Tornadoes</li> <li>7. Floods</li> <li>8. Hurricane</li> <li>9. Hazard material</li> <li>10. School shooting</li> </ol>	<p>Video Presentation/ Discussion</p>	<p>Students will watch a video (Mass Casualty Exercise <a href="https://www.youtube.com/watch?v=pC7q7h5_hjQ">https://www.youtube.com/watch?v=pC7q7h5_hjQ</a>) on what should happen in a crisis and answer the following questions in their groups:</p> <ol style="list-style-type: none"> <li>1. What is a mass casualty incident?</li> <li>2. What are some of the procedures to follow in incidents of mass casualty?</li> <li>3. Who are the human resources needed when there is a mass casualty?</li> <li>4. What are the names of agencies/ organizations/ministries needed if there is a mass casualty at your school?</li> <li>5. What are the roles of each emergency human resource when there is a crisis?</li> <li>6. What will happen if there is ineffective communication in each area?</li> <li>7. What would happen if there is no procedure in place to deal with a crisis within an institution?</li> </ol>	<p>Student responses in discussion indicate a clear and accurate understanding of the proper response procedure during a mass casualty incident</p>

Objectives	Points to Notes/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> <li>Demonstrate the use of social or cognitive skills to respond appropriately in situations of mass casualty</li> </ul>	<p><b>How to prepare for mass casualty</b></p> <ul style="list-style-type: none"> <li>Pre-planning (Doing simulations, training personnel and evaluating situations/simulations)</li> <li>Scene management (Incident command system which allows for delegation of responsibility to a person to control what happens on the scene.)</li> </ul> <p>During a mass casualty incident first aid is needed to help save lives.</p> <p>Rescue plans vary depending on the nature of the mass casualty; e.g. responses to earthquakes and school shootings would differ.</p> <p><b>Child's role in mass casualty situations</b></p> <ul style="list-style-type: none"> <li>Remain calm at ALL times.</li> <li>Following instructions of the emergency, security and medical personnel.</li> <li>If you are injured/trapped and you are not able to move, shout</li> <li>Don't move if you suspect you have a spinal or neck injury as it may cause further damage.</li> <li>If you are not sure of how to help another injured individual stay calm and seek help.</li> <li>When reporting your injuries explain clearly to the medical officer and if you are allergic to any medication make it known.</li> <li>Don't stop to collect personal items.</li> </ul>	<p>Research/ Presentation</p> <p>Stimulus activity</p>	<p>8. What are the possible impacts of a mass casualty situation on the school, home, community and environment?</p> <p>In groups, students will be given a mass casualty situation to research the key personnel/agencies/organizations needed to effectively control or minimize danger. They will discuss the functions of each agency in the response, as well as the responsibilities of students, teachers and administrators in the given situation. Students will then create an educational tool of their choice that will illustrate their findings, highlight the importance of the various persons/agencies and their responsibilities and explain what they would do to protect themselves from hurt or danger in the mass casualty situation. Teacher will provide feedback and clarification where necessary.</p> <p>Students will reflect on the following questions: What is my role in a mass casualty response? How will my actions demonstrate care for others? In groups, students will then design a crisis management plan for their class for one of the following calamities:</p> <ol style="list-style-type: none"> <li>Earthquake</li> <li>Fire</li> <li>Structural collapse</li> <li>Hurricane</li> <li>Shooting</li> </ol> <p>In the plan, students should outline the key steps that students should follow to protect themselves and others in the situation.</p>	<p>Presentation accurately reflects the roles and responsibilities of each person/ agency, effective use of the steps in problem solving or critical thinking skill to appropriately address the situation and encourages appropriate value/ virtue e.g. reason or supportive</p> <p>Appropriate strategies that protect self and others proposed and reflect appropriate value/ virtue e.g. care</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p><b>Agencies/Organizations/Ministries</b></p> <ul style="list-style-type: none"> <li>• Ministry of Health and Wellness (MoHW)</li> <li>• The Ministry of Labour and Social Security (MLSS)</li> <li>• The Jamaica Information Service (JIS)</li> <li>• The Jamaica Fire Brigade (JFB)</li> <li>• National Works Agency (NWA)</li> <li>• Ministry of Finance (MOF)</li> <li>• Jamaica Defence Force (JDF)</li> <li>• Jamaica Constabulary Force (JCF)</li> <li>• Salvation Army and the Red Cross</li> <li>• Office of Disaster Preparedness and Emergency Management (ODPEM)</li> <li>• National Works Agency (NWA)</li> </ul> <p><b>Teams needed to manage mass casualty</b></p> <p><b>Triage Teams:</b> A triage team determines the order of treatment of patients. These teams are deployed in an organized pattern and perform initial patient triage, which may include some basic patient care.</p> <p><b>Collection Teams:</b> These teams are responsible for gathering victims and carrying or escorting them to the appropriate Treatment Area(s). They group patients to maximize transportation efforts and consider alternate transportation methods that may be necessary, such as a bus. These teams would ideally move the most seriously injured (Red Tag) victims first, then proceed to the Yellow and Green Tags.</p>	Simulation	<p>Students will be given a scenario describing a mass casualty situation in their school. They will collaborate with local partners to execute a simulation exercise of the appropriate response to the mass casualty.</p> <p>Students, with the assistance of the teacher and the relevant mass casualty response team, (e.g. fire brigade, police or hospital personnel) will divide themselves into teams, create the scene and design the crisis management areas. On a designated day, students, teachers and local partners will work cooperatively to conduct the simulation exercise and evaluate the effectiveness of their response. Students can be evaluated by their peers. Different life skills can be assigned to each group to demonstrate during the simulation exercise.</p>	Simulation exercise depicts cooperation and effective use of the steps in problem solving, decision making, empathy or coping skills

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p><b>Treatment Teams:</b> Depending on the incident, there may be one treatment officer, or one for each treatment area: Red, Yellow and Green. The officers would ensure patients have been correctly tagged and are continually re-assessed. Officers would apply any necessary treatments and would also prioritize patients for transport.</p> <p><b>Treatment Areas</b></p> <p><b>Command post:</b> location where cohesive command and other key staff manage the incident. May also house communications assets.</p> <p><b>Incident Operations Area (IOA):</b> Vicinity where most front-line operations take place.</p> <p><b>Transport Corridor:</b> Loading and transport of injured victims.</p> <p><b>Treatment Area:</b> Location of victims who have been evacuated from the IOA. A black tag area can also be created, this is for Dead victims who cannot be resuscitated.</p> <p><b>N.B</b></p> <p><b>Effective communication is of utmost importance when there is a mass casualty situation. All areas and teams must have a common understanding of the environment.</b></p>			

**GRADE 8**

**Theme: Safety and Security**

**Topic 2:**

**Disaster Preparedness Ambassador**

**Life Skills:**

Social: Communication, Advocacy, Negotiation  
 Cognitive: Decision Making, Problem Solving, Critical Thinking  
 Coping: Self-awareness, Healthy Self-management

**Values/Virtues:**

**Responsibility, Care, Stewardship, Appreciation, Concern**

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>Describe the process of preparing for natural disasters</li> <li>Argue the importance of being prepared for natural disasters</li> <li>Promote strategies that will prevent and minimize the impact of natural disasters</li> <li>Demonstrate cognitive skills to protect self and others from the dangers of natural disasters</li> </ul>	<p>Natural disasters are any disastrous events that are caused by nature. The severity of a disaster is measured in lives lost, economic loss and the ability of the population to rebuild. Jamaica, because of its location, geology and geography, is prone to several natural hazards. The major threats include landslides, hurricanes, floods, droughts and earthquakes. These hazards, when combined with situations of high vulnerability, usually result in disasters of varying severity.</p> <p>It is important to be prepared in the event of a natural disaster as this can mean the difference between survival or not. Being prepared can not only save lives but also reduce the fear and anxiety that comes along with natural disasters.</p> <p><b>What to do if there is a hurricane warning</b></p> <ul style="list-style-type: none"> <li>Listen to the news</li> <li>Discuss with parents/guardians where to go if you are ordered to evacuate.</li> <li>Know the evacuation route to take</li> <li>Contact your local emergency management officer</li> <li>If you are not advised to evacuate, plan adequately in case you do not have water or light for several days</li> </ul>	<p>Research/ Graphic Organizers</p> <p>Debate</p>	<p>Students in their groups will select one natural disaster and will use graphic organizers to describe the process of/steps involved in preparing for the natural disaster - hurricane, flood, earthquake, landslide or drought. Students will include the use of images or videos as well as hand-outs or brochures they have prepared to enhance their presentations.</p> <p>Students will debate the importance of being prepared for natural disasters.</p> <p><b>Possible topic for debate:</b></p> <ol style="list-style-type: none"> <li><i>“Be it resolved that calls for preparation for a hurricane, earthquake, flood or other natural disaster are marketing strategies that always cause persons to spend unnecessarily.”.</i></li> <li><i>“Be it resolved that should a natural disaster occur, prepared or not prepared I will still be a victim.”</i></li> </ol>	<p>Graphic organizers accurately illustrate the process of preparing for the natural disaster</p> <p>Students effectively demonstrate the steps in communication skill during debate and display appropriate value/virtue, e.g. responsibility Arguments presented in debate are reasonable and logical</p>



Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p><b>After an Earthquake</b></p> <ul style="list-style-type: none"> <li>• Follow the instructions of the teacher or adult in charge</li> <li>• Comply with schools' evacuation plan</li> <li>• Assist peers who are unable to aid themselves</li> </ul> <p>See the local link on how to prepare for natural disasters: <a href="http://www.odpem.org.jm/beprepared/preparefordisaster/tabid/66/default.aspx">http://www.odpem.org.jm/beprepared/preparefordisaster/tabid/66/default.aspx</a></p> <p><b>Safety tips:</b></p> <ol style="list-style-type: none"> <li>1. Recognize a natural disaster can happen at any time</li> <li>2. Do not panic</li> <li>3. Know your limits (mobility/fitness)</li> <li>4. Know how to do more with less</li> <li>5. Be prepared for different types of disasters</li> <li>6. Have a disaster kit in case an emergency evacuation is necessary</li> <li>7. When your preparation work is done, rotate certain survival-kit items such as food and medications as they expire</li> </ol>		<p><b>Reflective Question:</b></p> <p>How can I show responsibility in preparing for a natural disaster?</p>	

**GRADE 8**

Module 3:

Unit 3:

Learning Goals:

**Theme: Safety and Security**

Safeguards for Protection, Safety and Security

Sources and Information

By the end of this unit, students should be able to:

1. Be aware of actions that increase the risk of involvement in activities that threaten the safety of self and others
2. Appreciate that life must be preserved and protected
3. Utilize appropriate skills to avoid risky behaviours that threaten safety and security

**Core Values:**

**Moral lenses – 1. Respect for self 2. Respect for others 3. Positive outlook**  
**4. Stewardship/service**

**Topic 4:****Exercising My Rights and Responsibilities****Life Skills:**

Social: Communication, Negotiation

Cognitive: Decision Making, Problem solving, Critical Thinking

Coping: Self-awareness

**Values/Virtues:****Determination, Integrity, Law-abiding, Cooperation, Courage, Wisdom**

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>Analyse how local laws ensure the protection, safety and security of self and others</li> <li>Justify the importance of cooperating with the police</li> <li>Demonstrate a willingness to cooperate with the police</li> </ul>	<p>The rights of the child are protected under several local laws and international conventions to which Jamaica is a signatory.</p> <p>The Convention on the Rights of the Child (CRC) protects children's rights by setting standards in health care, legal, civil and social services.</p> <p>The Child Care and Protection Act provides laws to protect children from:</p> <ul style="list-style-type: none"> <li>All types of violence</li> <li>Physical, emotional and sexual abuse</li> <li>Neglect</li> <li>Trafficking</li> <li>Child Labour</li> <li>Exposure to things that cause addiction</li> </ul>	<p>Research</p> <p>Case Scenarios</p>	<p>Using the Stay Alert app on a smart device, the internet or other means, students will conduct group research on a law or international convention that aims to ensure protection, safety and security. Students will prepare a presentation, using ICT where possible, explaining how the law protects the rights of persons. They will highlight the purpose of the law, the rights protected under the law and the penalties for breaches of the law.</p> <p>Students will participate in a question-and-answer session with a member of the JCF from the Community Safety and Security Branch. They will be divided into groups to examine different case scenarios (see p. 300) and identify the local laws that apply. They will present their analysis of the case for feedback and discussion by students and teacher.</p>	<p>Presentation reflects a clear and accurate understanding of how the laws protect their safety and security</p> <p>Students' responses to case scenarios in discussion reflect an accurate and clear understanding of the laws that apply to each case</p>





Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
		Field Trip/ Role Play	<p>Students can also work with School Resource Officers or grade Coordinators to coordinate sessions for students and parents with JCF members. After participation over a specific period, using any form of creative art or expression, or through journaling or developing a portfolio, students will record their experience and share it with the class. Teacher will provide feedback where necessary.</p> <p>Students will brainstorm issues experienced by adolescents related to protection, safety and security. Each group will be assigned one of the issues to discuss how the situation can be resolved. They will visit one of the following organizations to access information on available support and services to address the issue:</p> <ul style="list-style-type: none"> <li>• Community Safety and Security Branch of the JCF</li> <li>• Office of the Children’s Advocate</li> <li>• Child Development Agency</li> <li>• Ministry of Justice</li> <li>• INDECOM</li> <li>• The Office of the Public Defender</li> <li>• The Office of the Attorney General</li> </ul> <p>Using role-play, students will present their case to the class, demonstrating a resolution to the issue.</p>	Role-play depicts effective use of the steps in critical thinking problem solving or decision making skill and appropriate value/virtue e.g. cooperation or courage

## RESOURCES

### ADAPTED FROM: "INFORMA FI DEAD"

By: Jaycynth Campbell

Mi seh fi stop it, stop it, ease and drop it,  
Mi need fi call di cops yuh betta cease and desist,  
Mi seh mi, guh to mi mada an shi tell mi fi gweh,  
Di man a touch mi daily juss hear weh mi a seh,  
Mi tell mi mada, mi aunty, mi bredda an mi fren,  
But guess wah, dem she dem nuh waan fi hear it agen.

Ouch Jesus Christ stop it nuh man,  
Enuf a di scars an di battaration,  
Mi tell mi fada an him seh hear mi nuh man, di man call di shots  
caus him a di big don,  
Tink mi a informa, move from right yah suh man,  
Informa fi dead, like yuh nuh undastan.

Pi Pi Pi anoda blood shed,  
Lawd dem aguh run di place red,  
Dial 119 an di juvenile said, hey gyal weh yah do, informa fi  
dead, hey gyal weh yah do, informa fi dead,  
Mi seh mi tiad, tiad a di frustration,  
Mi cyah report a crime cause a di informa band,  
Wah kinda worl wi live in weh silence juss stan strong,

When dem a kill pickney n a rape ole oman.

Informa fi dead yuh neva hear dat deh slang,  
Suh, kiba yuh mout an you will live long,  
Blood shed, rape an abuse will foreva climb,  
Caus society she its no business of mine,  
Informa fi dead and informa time,  
Informa fi dead anuh informa time,  
Informa fi dead anuh informa time!!!!

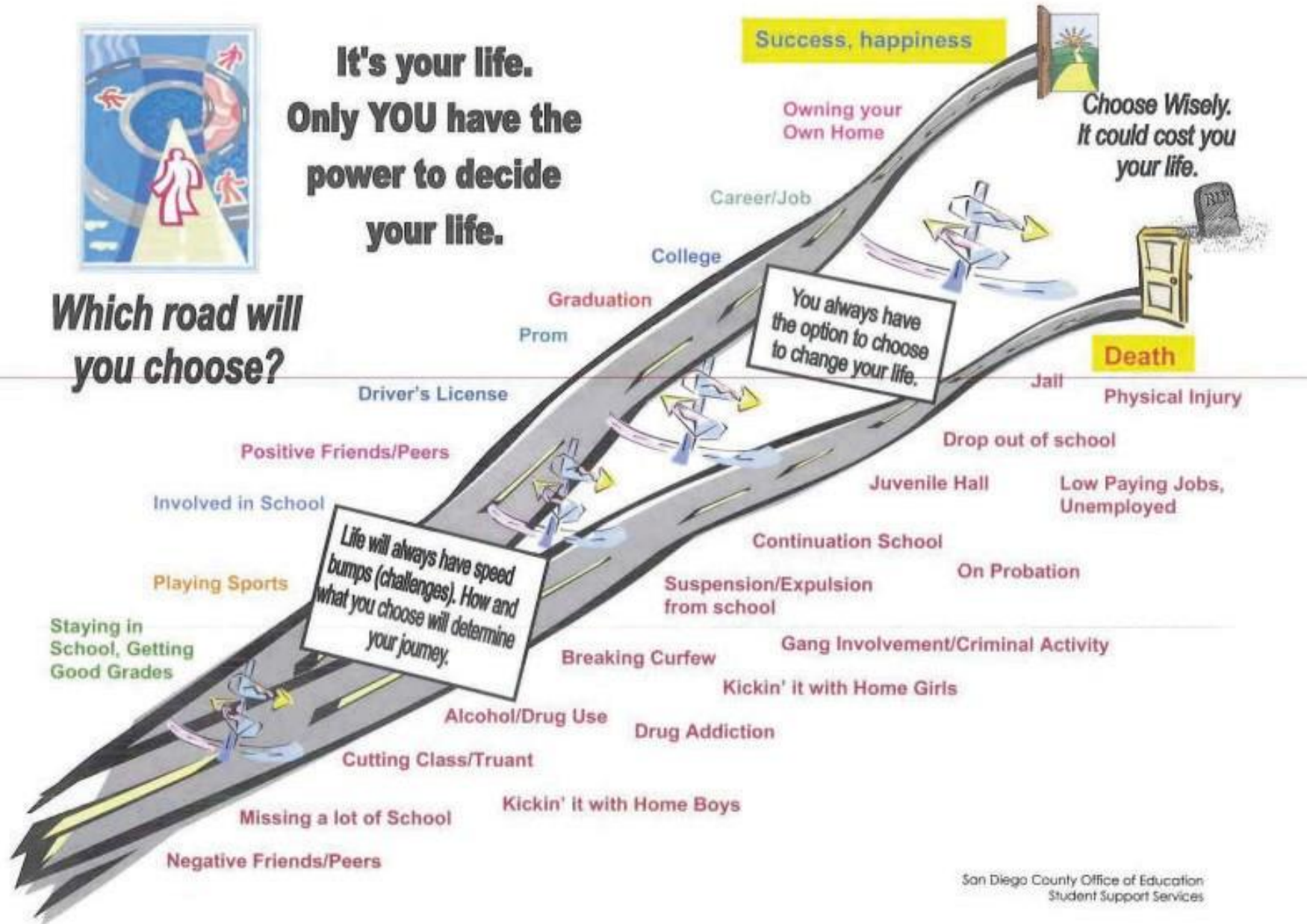
Mi cry night an day mi jus suicidal,  
Di best ting fi do a juss jump inna di canal  
Tek one bunch a pill cause dis nuh mek nuh sense  
Cause not one soul a come to mi defence  
Time fi inform man, time fi tek a stan  
If we want fi stand united as a betta nation  
You anuh informa, you a yuh brother's keepa  
Juss tek up yuh phone an dial di numba  
119 or di nearest neighba!!!!  
Informa, informa, informa you a yuh brother's keepa

ROAD TO LIFE HANDOUT



**It's your life.  
Only YOU have the  
power to decide  
your life.**

**Which road will  
you choose?**



San Diego County Office of Education  
Student Support Services

## **CASE SCENARIOS**

### **Case on Cyber Crime**

Two 15 years old students at a secondary school in Jamaica were close friends. However, it was alleged that Nordia started to associate with another girl called Julie. She then allowed her new friend to gain access to some of her earlier pictures of herself. Soon after, they had a conflict and an argument developed. They started name-calling and saying negative things about each other. Julie then told Nordia's first friend (Natalie) that she was told a lot of negative things about her. They both decided to do something to hurt Nordia -- sharing her pictures on all social media platforms. Julie sent the pictures to Natalie on WhatsApp. Both students uploaded the pictures on Facebook and Instagram with the caption, "Look at ugly girl Nordia." They also shared it on WhatsApp with all their contacts. Some of them deleted it but most of them further shared it. The police were called in and the students that shared it were all arrested and charged with the distribution of child pornography under the Cybercrime Act.

### **Case on Dangerous Drugs**

Two 14-year-old boys decided to take marijuana to school. On entering the school, they were stopped and their bags were searched by the security guard. Green vegetable matter resembling marijuana was found. They were taken to the principal's office and the narcotics police were called in. The police arrived and weighed the substance; the total weight was seven pounds. The marijuana was sealed by the police and both students were arrested and charged for possession of marijuana.

### **Case on Simple Larceny**

A 13-year-old girl named Sasha took her iPod to school. At the end of the school day, while she was waiting for her parents to pick her up, she mistakenly left the iPod on a table. Her schoolmate, Asheika, age 14, took up the iPod without Sasha's consent and left. Within two minutes Sasha realized that her iPod was missing and alerted the security guard. The guard went out to the bus stop and searched the bags of all the students who were standing there and found the device in Asheika's bag. The matter was reported to the police and Asheika was arrested and charged for simple larceny.

### **Case on Illegal Firearm**

One Wednesday afternoon just as the lunch period was ending, the students heard an announcement over the public address system: "All students remain in your classrooms." Peering through the windows, students saw several police officers walking around the compound. They looked militant. It was later revealed that three Grade 11 boys were found with an illegal firearm. The boys were all arrested and charged for illegal possession of a firearm and ammunition.

### **Case on Anti-Gang Legislation**

It was announced on the nightly news on television that the government had implemented new legislation to deal with gangs. It is called anti-gang legislation. However; the police went to schools and informed students about the new law and warned them not to join gangs. Many students laughed and stated that the new law was irrelevant and unimportant. However, two months later it was reported that a "don man" was arrested under the new law and his possessions were confiscated by the government under the Proceeds of Crime Act.

## **General Safety Tips for Students:**

- Know your neighbours.
- Always lock your door, even if you are coming right back.
- If you are going away, lock all windows and doors and close window curtains.
- Do not let strangers into your home.
- Stay away from bodies of water to prevent yourself from drowning.
- Stay away from cleaning agents and other harmful chemicals. Many household products are potentially poisonous to kids if swallowed.
- Do not touch your parent's/guardian's firearm as it may discharge (go off) and seriously injure, or kill, you or other individuals.
- Stay away from electrical wires as an electrical shock can cause severe injuries and even fatality.
- Do not put non-food items in your mouth as they may cause choking or slip down your throat and lodge in your body.
- Be prepared for an emergency. Keep important numbers nearby such as poison control, your paediatrician, your parent/guardians' work and cell phone numbers and a neighbour or nearby relative.

## **Internet Safety Tips:**

- Tell your parents when you are going online and talk to them about what you're doing online. If someone you don't know tries to arrange a meeting with you, immediately notify your parent or guardian.
- Don't give out personal information, including:
  - Name
  - Age
  - Address and telephone number
  - Parent/guardian's name
  - School name
  - Passwords or other login information used online
- Be careful when uploading photos: Personal photos should not have revealing information, such as school names or locations. Look at the backgrounds of the pictures to make sure you are not giving out any identifying information without realizing such as the name of a place, the license plate of your car, signs, the name of your school, etc. as they can all provide information about your current location.
- Make use of privacy settings on social networking sites: Set it so that people can only be added as your friend if you approve it and that people can only view your profile if you have approved them as a friend.
- Don't post personal information about friends: remember that posting information about your friends could put them at risk.

# **SEXUALITY & SEXUAL HEALTH**





## Sexuality and Sexual Health – Grade 8 – TERM 2

REGIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
<b>RS SSH 1:</b> Demonstrate an understanding that the concept of human sexuality as expressed throughout the life cycle is an integral part of every individual.	<ol style="list-style-type: none"> <li>1. Assess the capacity to enter intimate sexual relationships.</li> <li>2. Demonstrate the use of strategies for recognizing and managing sexual feelings and behaviours.</li> <li>3. Display adequate social skills to refuse and reject unwelcomed and abusive sexual advances to self and others.</li> </ol>	1. Differentiating between Sex and Sexuality	1. My Sexuality	<ul style="list-style-type: none"> <li>• Me and My Healthy Sexuality</li> <li>• Don't Touch Me There</li> </ul>
<b>RS SSH 2:</b> Students will analyse the influence of sociocultural and economic factors as well as personal beliefs on the expression of sexuality choices.	<ol style="list-style-type: none"> <li>1. Critically analyse the impact of personal beliefs, media, money, technology, and entertainment on early sexual involvement.</li> <li>2. Demonstrate skills to counter the negative influences reaching youth through personal beliefs, media, money, marketing, and technology.</li> </ol>	2. Sociocultural Influences on Sexual Behaviour	<ol style="list-style-type: none"> <li>1. Factors that Influence the Expression of Human Sexuality</li> <li>2. Exploring Gender Issues</li> </ol>	<ul style="list-style-type: none"> <li>• Sociocultural Influences</li> <li>• Social Media Can Be Harmful</li> <li>• Gender Stereotyping</li> </ul>
<b>RS SSH 3:</b> Students will develop action competence and build capacity to recognize the basic criteria and conditions for optimal reproductive health and reduce vulnerability to priority problems including HIV/AIDS, cervical cancer and STIs.	<ol style="list-style-type: none"> <li>1. Evaluate the social and biological factors that support healthy pregnancy and child-rearing.</li> <li>2. Critically examine abstinence, fidelity, and condom use (if permitted) as preventive methods in the transmission of HIV and STIs.</li> <li>3. Make responsible sexual choices to avoid the risk associated with contracting HIV, cervical cancer, and STIs.</li> <li>4. Critically examine social norms and personal beliefs considering current knowledge of the transmission and spread of HIV/AIDS and other STIs.</li> <li>5. Advocate for reducing the stigma and discrimination associated with HIV, cervical cancer, and STIs.</li> </ol>	3. Managing Reproductive Health	<ol style="list-style-type: none"> <li>1. Reproductive Health</li> <li>2. Caring for My Body</li> </ol>	<ul style="list-style-type: none"> <li>• Why Risk It?</li> <li>• Busting Myths</li> <li>• Pregnancy and Parenting</li> <li>• Personal Hygiene</li> </ul>
<b>RS SSH4:</b> Students will utilize knowledge and skills to access age-appropriate sources of health information, products, and services related to sexuality and sexual health.	<ol style="list-style-type: none"> <li>1. Evaluate the availability and appropriateness of the resources to address reproductive health and parenting issues.</li> <li>2. Demonstrate an understanding of the basic tenets that address the sexual health of children and youth.</li> </ol>	4. Access Sources of Health Information and Services	1. Exercising My Options	<ul style="list-style-type: none"> <li>• Our Rights – Be Protected</li> </ul>

## **THEME: SEXUALITY AND SEXUAL HEALTH**

### **MODULE 1: DIFFERENTIATING BETWEEN SEX AND SEXUALITY**

Demonstrate an understanding that the concept of human sexuality as expressed throughout the life cycle is an integral part of every individual.

#### **About the Module**

A differentiation needs to be made between the terms sex and sexuality. Sexuality has a variety of dimensions which include biological sex, gender and gender identity. One's sexuality also encompasses the many social, emotional and psychological factors that shape the expression of values, attitudes, social roles and beliefs about self and others as being male or female.

#### **Key Skills**

- Coping Skills (healthy self-management, self-awareness)
- Social Skills (communication, interpersonal relations, assertiveness, refusal)
- Cognitive Skills (critical and creative thinking, decision making)

#### **GUIDANCE FOR THE TEACHER**

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

#### **LINKS TO OTHER SUBJECTS: RELIGIOUS EDUCATION**

**GRADE 8****Theme: Sexuality and Sexual Health**

Module 1:

**Differentiating Between Sex and Sexuality**

Unit 1:

**My Sexuality**

Learning Goals:

By the end of this unit, students should be able to:

1. Be aware of actions that constitute sexual harassment and sexual abuse
2. Appreciate the importance of managing sexual feelings and behaviours
3. Develop appropriate social skills to reject sexual advances and report sexual harassment and sexual abuse

**Core Values:**

**Moral lenses – 1. Respect for self 2. Respect for others 3. Positive outlook  
4. Stewardship/service**

**Topic 1:****Me and My Healthy Sexuality****Life Skills:**

Social: Communication

Cognitive: Critical Thinking, Decision Making

Coping: Self-awareness

**Values/Virtues:****Decency, Morals, Respect, Self-control**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>• Differentiate between the terms sex and sexuality</li> <li>• Summarize the five components of sexuality</li> <li>• Distinguish between myths and facts about sexuality</li> <li>• Express their feelings about sexuality</li> </ul>	<p>The term sex is defined as biological characteristics which define a human as female or male. Our sex is defined by our sex organs: men have a penis and women have a vagina. The term 'sex' is also often used to refer to sexual intercourse between a man and a woman.</p> <p>Sexuality however is not simply biological; rather it concerns the physical, emotional and cognitive parts of the person. It includes our thoughts, values, feelings, beliefs, and practices; it involves both our spiritual and physical self. It begins at birth and ends at death.</p> <p>Sexuality includes sensuality, intimacy, sexual health and reproduction, sexualisation and sexual identity.</p>	<p>Stimulus Activity/ Discussion</p> <p>Discussion/ Presentation</p>	<p>Teacher will write the word sexuality on the board and draw a circle around the word SEX. Students will be asked to differentiate between sex and sexuality. Teacher will clarify any misconceptions where necessary.</p> <p>Students will write the names of the five components of sexuality on the board (sensuality, intimacy, sexual health and reproduction, sexualisation and sexual identity). They will be placed in groups and given previously prepared strips of paper with the elements of each component (see table of components of sexuality for grade 8, p. 339). Each group should have at least one element. Students will discuss the element they have been assigned and place it under the correct component. Teacher will facilitate discussion and make clarifications where necessary.</p> <p>Students will read a handout with information describing the five components of sexuality.</p> <p>Groups will prepare a presentation to answer the following question: "What does this aspect of sexuality mean to me?" Presentations must involve the use of creative expression and ICT.</p>	<p>Concepts are accurately and clearly defined</p> <p>Elements correctly matched with components</p> <p>Summary in presentations provide a clear and accurate description of the component of sexuality and indicate students' self-awareness and openness in identifying their feelings, values and beliefs about what the aspect of sexuality means to them</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> <li>Demonstrate self-awareness by identifying behaviours related to their sexuality that can be improved</li> </ul>	<p>Each of these components can have healthy and unhealthy aspects that are influenced by our individual values, culture, experience and spirituality.</p> <p>In all our expressions of sexuality, we must take responsibility for our behaviours and emotions.</p> <p>This requires a deep understanding of our sexuality and the importance of expressing ourselves and managing our sexual feelings in ways that are appropriate. While this may be difficult, maintaining self-control is important to developing healthy sexuality.</p> <p>There are many ways to show our affection. They include verbally expressing our feelings in ways that are appropriate and respectful, being kind and courteous to one another as well as engaging in hobbies with each other. Some ways of showing affection such as kissing and cuddling are more appropriate for adults, as these can lead to other sexual activities which are inappropriate for adolescents and will have negative consequences.</p> <p>As we experience adolescence, we will often be confronted with sexual pressures and unwanted sexual advances. We must therefore learn to be assertive, negotiate and to deal with negative pressures to successfully relate to others, while maintaining our integrity and holding firm to appropriate values and beliefs.</p>	<p>Game</p> <p>Journaling</p>	<p>Students will be randomly divided into two teams to play the game “<i>Fact and Fiction about Sexuality</i>”. (HFLE Resource Handbook Page 137-143). Each team member will draw a statement related to sexuality from a bag and confer with their teammates before answering “FACT” or “FICTION”. The team with the most points after all statements have been answered wins. <b>Example:</b> Once a girl has had her first period she can become pregnant.</p> <p><b>Note: Statements appropriate for the age and developmental level of students should be asked. Parental consent may be required.</b></p> <p>In their journals, students will reflect on how they feel about what they have learnt about sexuality using the following reflective questions as a guide:</p> <p>What have I learned about sexuality that I did not know before?  How do I feel about what I have learned?  How comfortable am I talking about sexuality issues with my parents?  What behaviours do I need to change to express my sexuality in positive ways?</p> <p>Students will review each component of sexuality and identify at least one area in each component that they need to work on. They will reflect on the following question in their journals and indicate what new actions they will take based on what they have learnt and how sexuality impacts behaviour.</p> <p><b>Reflective Question:</b></p> <p>How will I change my behaviours based on what I have learnt about the different components of sexuality?</p>	<p>Statements correctly identified as fact or fiction and accurate explanations provided to justify answer</p> <p>Journal entries reflect students’ self-awareness in identifying their feelings about sexuality, behaviours they need to change, and ways they can improve their behaviour in the future</p>

**GRADE 8**

**Theme: Sexuality and Sexual Health**

**Topic 2:**

**Don't Touch Me There!**

**Life Skills:**

Social: Communication, Assertiveness, Negotiation, Refusal  
 Cognitive: Decision Making  
 Coping: Self-awareness

**Values/Virtues:**

**Wisdom, Respect, Fortitude, Integrity, Confidence, Courage**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>Express their feelings about how they manage sexual pressures with openness</li> <li>Courageously refuse sexual advances</li> <li>Demonstrate the ability to use social or coping skills to respond to sexual harassment and sexual abuse</li> </ul>	<p><b>Note to Teacher:</b>  <b>Addressing the issue of sexual harassment, assault or abuse can be difficult for some students who are survivors of such situations. Ensure class rules are established and that students understand the sensitivity of the topic as well as the importance of reporting such incidents.</b></p> <p>Sexual grooming is a gradual and calculated process that the predator uses to draw a child into a sexual relationship. This “relationship” is distorted and is maintained in secrecy and through manipulation. The predator works to separate the victim from peers and family members while giving the kind of attention that responds and exploits an emotional or economic need that the child already has.</p> <p>Sexual grooming is used to lure minors into trafficking, illicit businesses such as child prostitution, or the production of child pornography.</p> <p>Under Jamaican Law, Sexual Grooming refers to an offence by an adult where the adult:</p> <ul style="list-style-type: none"> <li>having met or communicated with a child on at least two earlier occasions, he or she intentionally meets the child; or travels with the intention of meeting the child in any part of the world, with the intention</li> </ul>	<p>PRE-TEST</p>	<p><b>At the beginning of this unit, students will be given the following pre-test to complete anonymously.</b>                  The pre-test: What Would Teens Do? features 5-10 questions which would require students to check what they would do if asked to engage in any form of sexual activity. <b>For example:</b></p> <ol style="list-style-type: none"> <li>If I am asked to engage in a sexual activity I will be able to refuse.</li> <li>I can say NO to any request for sex from my friends of the opposite sex.</li> <li>I know how to assertively reject any request to engage in sexual activity.</li> <li>Only adults should engage in sexual activities.</li> <li>I can walk away from anyone who encourages me to engage in sexual activity.</li> <li>I would feel comfortable reporting incidents of sexual assault, sexual abuse and sexual advances.</li> </ol> <p>The teacher will collect papers and review students’ responses to draw conclusions about students’ behaviours before the lesson.</p>	



Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Another form of coercion can be touching someone's body without their consent. You have the right to tell a person who touches you and makes you feel uncomfortable to stop and report the situation to the authorities.</p> <p>The age of consent (permission for something to happen or agreement to do something) for sex for boys and girls is 16 years old. A girl or boy under this age cannot legally give consent to sex. It is therefore a crime for adults or peers to have sex with minors as they can be charged with indecent assault and other sexual crimes.</p> <p>Minors may also be held accountable by the law for having sex, even with another minor.</p> <p>Sexual abuse is the engaging or enticing of a child to engage in any form of sexual activity, with or without the child's knowledge or approval (because children under the age of 16 cannot give consent to sex). It occurs in different forms and includes the fondling of the genital area, oral sex, vaginal or anal penetration by a finger, penis or other object.</p> <p>Exhibitionism (display of private areas), allowing children to look at or be a part of the production of pornographic material and sexually suggestive behaviours toward a child also classify as sexual abuse Sexual abuse also includes incest, forced prostitution, paedophilia, rape and buggery.</p> <p>Rape occurs when a man has sexual intercourse with a woman (i) without her consent (ii) knowing that she does not consent to sexual intercourse or recklessly not caring whether the woman consents or not.</p>	<p>Reflective Questioning/ Journaling</p>	<p>5. Sexual abuse is usually committed by a stranger.</p> <p>6. A person can change their mind once they start to engage in sexual activity.</p> <p>7. Incidents of sexual abuse, sexual assault, rape and sexual harassment must always be reported.</p> <p>Students will discuss each statement, justifying their response. Teacher will indicate the appropriate responses, making clarifications where necessary.</p> <p>Students will reflect on how they manage their sexual feelings and pressures to engage in sexual activities, by answering the following questions in their journals:</p> <ol style="list-style-type: none"> <li>1. What is the difference between love and sex?</li> <li>2. What are some things that may tempt someone to consider having sex?</li> <li>3. What kinds of activities encourage or can lead to sex?</li> <li>4. What are some ways to express feelings without having sex?</li> <li>5. What are some things to think about before having sex?</li> <li>6. How do I deal with situations and peer pressures to engage in sexual activities?</li> <li>7. What are some inappropriate ways of managing my sexual feelings?</li> <li>8. How do I feel about my ability to manage sexual pressures?</li> <li>9. Why do I need to manage my feelings in sexually appropriate ways?</li> <li>10. Why do I think I am ready/not ready to have sex?</li> </ol>	<p>Journal entries reflect self-awareness in identifying their thoughts, feelings, beliefs and actions concerning their ability to manage sexual pressures and sexual feelings and appropriate value/ virtue e.g wisdom or integrity</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Sexual assault occurs where penetration of the vagina or anus of the victim occurs with a body part or objects other than the penis or fondling.</p> <p>Rape, sexual assault, sexual abuse and sexual harassment may leave young people more vulnerable and may lead to low self-esteem and risky sexual behaviour. Your worth/value does not change as a person because of what may happen. No form of sexual abuse is the victim's fault. Violation of a person's rights is a mark of disrespect, inconsideration, cowardice etc.</p> <p>Positive values and attitudes help in taking a moral stance in the fight against such behaviour Sexual abuse is punishable by law and must be reported to the relevant authorities. Help is available for persons who are affected:</p> <ul style="list-style-type: none"> <li>• Call the Office of the Children's Advocate</li> <li>• Child Protection and Family Services Agency (CPFSA)</li> <li>• Call the police</li> <li>• Talk with someone you trust</li> <li>• Use Helplines like Family Life Ministries</li> <li>• Talk with the school nurse or Guidance Counsellor</li> <li>• Contact Centre for the Investigation of Sexual Offences and Child Abuse (CISOCA)</li> <li>• Access the Directory of Children's Services for other service providers in your area</li> <li>• Teen Hub</li> </ul>	<p>Brainstorming/ Role Play</p> <p>Stimulus Activity/ Journaling</p>	<p>Teacher will review to determine areas in need of support and make referrals where necessary.</p> <p>Students will reflect on the question: <i>How do I use wisdom/my values/religious beliefs in making appropriate decisions about sex? How can I display courage when refusing sexual advances? Am I able to refuse sexual advances?</i></p> <p>Students will work in pairs to identify ways to reject unwanted sexual advances, irrespective of person or status. They will create possible scenarios of sexual harassment/sexual abuse and place them in a box. Students will then be divided into groups to select a scenario from the box and demonstrate using role play how they would respond to the situation presented using an appropriate life skill. Roleplays must include reporting the situation to the appropriate authorities.</p> <p><b>Note: students should not demonstrate the negative scenario, only the response.</b></p> <p>On a handout provided students will indicate what advice they would give to a friend who confided in them that they were being sexually abused. They will also reflect and indicate what actions they will take to improve their ability to respond to sexual pressures, including sexual advances and sexual harassment. Reflective Question: How can I improve my ability and my self-confidence to reject sexual pressures?</p>	<p>Responses in role plays are appropriate to refuse sexual advances</p> <p>Role plays depict proficiency in communication or assertiveness skill and appropriate value/virtue eg. respect or courage to refuse sexual advances</p> <p>Handouts reflect students' honesty and self-awareness in identifying their feelings about how they manage sexual pressures</p> <p>Students' responses indicate courage in reporting incidents of sexual abuse and self-awareness in identifying new actions they will take to respond to sexual advances</p>



## **THEME: SEXUALITY AND SEXUAL HEALTH**

### **MODULE 2: SOCIOCULTURAL INFLUENCES ON SEXUAL BEHAVIOUR**

Analyse the influence of socio-cultural and economic factors, as well as personal beliefs, on the expression of sexuality and sexual choices.

#### **About the Module**

Young people daily display their attitudes/values regarding their sexuality. Family, religion, culture, technology – including media – and peers, influence these behaviours. Students will acquire knowledge and skills that will assist them in understanding their own sexuality and making decisions about their sexual engagement, which will allow them to realize their potential as responsible and caring human beings.

#### **Key Skills**

- Coping Skills (healthy self-management, self-awareness)
- Social Skills (communication, interpersonal relations, assertiveness, refusal, negotiation)
- Cognitive Skills (critical thinking, creative thinking, problem solving, decision making, critical viewing)

#### **GUIDANCE FOR THE TEACHER**

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

#### **LINKS TO OTHER SUBJECTS: RELIGIOUS EDUCATION**

**GRADE 8****Theme: Sexuality and Sexual Health**

Module 2:

Sociocultural Influences on Sexual Behaviour

Unit 1:

Factors that Influence the Expression of Human Sexuality

Learning Goals:

By the end of this unit, students should be able to:

1. Understand the impact of social, cultural and economic factors on early sexual involvement
2. Appreciate the importance of countering the negative influences on sexuality
3. Demonstrate life skills to counter the negative influences of sociocultural and economic factors

**Core Values:**

**Moral lenses – 1. Respect for self 2. Respect for others 3. Positive outlook  
4. Stewardship/service**

**Topic 1:****Socio-Cultural Influences****Life Skills:**

Social: Communication, Advocacy

Cognitive: Critical Thinking, Decision Making

Coping: Self-awareness

**Values/Virtues:****Integrity, Self-Respect, Reason, Decency**

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> <li>• Critically examine the impact of sociocultural influences on sexuality</li> <li>• Explore their personal beliefs about sexuality-related issues</li> <li>• Demonstrate media literacy</li> <li>• Promote healthy expressions of sexuality in a manner that shows self-respect</li> </ul>	<p>Sexuality is experienced in thoughts, feelings and practices. These are developed based on our value system, natural instincts and past experiences.</p> <p>Religion often provides guidelines for the expression of sexuality. Many religions establish sexual norms and standards for behaviours and discourage sexual practices that are not healthy and consistent with religious teachings. As a result, one's expression of sexuality is greatly impacted by the religious beliefs of a society.</p> <p>Other factors that influence our beliefs on sexuality include biological, social, cultural, historical and political factors. Different societies have different views on sexuality; this, therefore, means that</p>	<p>Brainstorming/ Discussion</p> <p>Journaling</p>	<p>Students will brainstorm the different sources of information about sexuality (eg. family, friends, religion, internet, tv, etc.). They will write each source on a different sheet of paper and place them on the wall around the classroom. Students will then move around the room and write at least one "message" they have received about sexuality from each source. They will explain how the messages can influence a person's sexuality and indicate if they agree with the messages received from each source. Teacher will clarify where necessary.</p> <p>In their journals, students will then reflect and identify the sources that have impacted their thoughts, actions and behaviours about their sexual development and how they express it. Students will share their responses with the entire class. <b>Note: only students who feel, comfortable should share openly. Handouts should be collected for review, feedback and referral where necessary.</b></p>	<p>Explanations of how socio-cultural messages can influence sexuality are accurate and reasonable</p> <p>Journal entries and discussion reflect openness and self-awareness in identifying how their values, beliefs and behaviours have been influenced by various messages in society about sexuality</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> <li>Demonstrate the ability to use cognitive skills to minimize the impact of negative influences on their sexuality</li> </ul>	<p>our personal beliefs may differ based on our culture and the history of our society.</p> <p>Cultural beliefs related to sexuality may change over time. While it is important to hold firm to one's personal beliefs and not always be influenced by changing societal norms, where personal views are harmful to self/others, one must reflect on those beliefs and how they impact behaviour.</p> <p>Attitudes and feelings about sexuality are based on our cultural, moral and religious beliefs.</p> <p>An adolescent's ability to make safe and wholesome decisions regarding sexual behaviours depends on the family, religion, school, community, culture, society and economic status in which he/she lives. Socio-cultural norms related to sexuality can promote or undermine everyone's feelings of self-worth, dignity, health, sense of belonging and well-being.</p> <p>Social expectations, including policies and laws, also affect what we learn and think about our own sexuality and that of others.</p> <p>As children are presented with messages from a wide range of sources, it is important to help them to identify and decipher these messages, determine which messages are appropriate to listen to and to cope with, and resist the influence of, negative messages.</p>	<p>Game</p>	<p><b>Reflective Questions:</b></p> <ol style="list-style-type: none"> <li>How has any aspect of my sexuality been influenced by social and cultural factors?</li> <li>Which sources am I most influenced by?</li> <li>How do I cope with the confusing messages coming from society?</li> <li>How can I prevent/reduce any negative influence that society can have on how I perceive my sexuality?</li> </ol> <p>Opposite ends of the classroom will be labelled 'Agree" and 'Disagree". Students will listen to a series of questions and indicate their beliefs by standing under the appropriate sign. Students will justify their choice in a large group discussion and share what influences their beliefs about the issue. Examples of questions include:</p> <ol style="list-style-type: none"> <li>It is OK to wait until marriage to have sexual intercourse.</li> <li>It is OK to date at my age.</li> <li>Sex was designed to be enjoyed between a man and a woman.</li> <li>It is OK to have sex with someone you have just met.</li> <li>It is OK to say no to sexual pressure.</li> <li>Sexual activities with older men/women, including family members, should be reported.</li> <li>Sexual involvement is OK when it is with someone against their wishes.</li> <li>It is OK to have more than one sexual partner.</li> <li>I believe adolescents should not engage in any form of sexual activity.</li> <li>I believe sexual activities in exchange for favours, gifts, money or other material items is not a big deal.</li> </ol>	<p>Students' responses indicate openness and self-awareness in identifying their values and beliefs about each issue and factors that influenced those beliefs and appropriate value/virtue e.g. decency or integrity</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>The media can be a useful source of information; however, it can also send mixed messages related to sexuality by presenting unrealistic views of sex and love, as well as portraying sexual activity with violence (Pornography and paedophilia) between people and adolescents.</p> <p>Adolescent exposure to sexually stimulating media has been found to be associated with sexual risk behaviours and influences attitudes and behaviours. Consumption of pornography is statistically linked to sexual crimes.</p> <p>It is important therefore that adolescents can discern between positive and negative messages from the media and minimize the impact of the media, as well as other sources, on their sexuality.</p> <p>A healthy sexuality is fundamental to being human and encompasses adolescent's being comfortable discussing their feelings and values; saying no to sex, having a positive self-image, maintaining self-respect, setting goals, understanding their feelings and emotions, feeling in control of one's body and choosing to express their sexuality in a manner that shows respect for self and others.</p>	<p>Reflective Discussion</p>	<p>Students will be divided into groups. Some groups will evaluate the musical lyrics of a popular song/music video. They will analyse and discuss its influence on the sexuality of adolescents using the following questions as a guide:</p> <ol style="list-style-type: none"> <li>1. What are the main messages about sexuality being portrayed to adolescents?</li> <li>2. Are the messages positive or negative?</li> <li>3. Do these messages reflect your values?</li> <li>4. If the messages in the media are contrary to my values what can I do?</li> </ol> <p><b>NOTE TO TEACHER: Ensure that the content of video/lyrics of the song is age appropriate.</b></p> <p>Other groups will select a radio, television or print advertisement to analyse using the following questions:</p> <ol style="list-style-type: none"> <li>1. What product or service is being advertised?</li> <li>2. Who is the target audience for the ad? (age, culture, gender, race and socio-economic status)</li> <li>3. Can the product do what is being suggested</li> <li>4. or implied?</li> <li>5. What are the underlying messages or values</li> <li>6. being sold by the ad?</li> <li>7. Are they obvious or subliminal messages?</li> <li>8. Do you agree/disagree with the message(s)?</li> <li>9. Do the messages conflict with my values?</li> <li>10. What message about sexuality is the ad</li> <li>11. portraying?</li> <li>12. How is this a positive or negative message?</li> </ol> <p>Students will share and discuss their findings.</p>	<p>Students' responses in discussion reflect an ability to critically analyse and correctly understand the messages portrayed by the media source</p>

Objectives	Content	Strategies	Suggested Learning Activities	Assessment
	<p><b>TEACHER RESOURCE</b>  <a href="http://www.thenewatlantis.com/publications/executive-summary-sexuality-and-gender">http://www.thenewatlantis.com/publications/executive-summary-sexuality-and-gender</a></p>	<p>Research/ Presentation</p> <p>Project</p> <p>Journaling</p>	<p>In groups, students will be given specific issues on which to develop a position and present their reports to the class. Time should be given for students to research the topic. Presentations should include the use of ICT. Positions will include the following:</p> <ol style="list-style-type: none"> <li>1. <i>Condoms should not be distributed in schools</i></li> <li>2. <i>The age of consent should be raised to 18 years old</i></li> <li>3. <i>Healthcare providers should be free from prosecution for providing testing and treatment to minors</i></li> </ol> <p>In groups, students will develop and implement a “Healthy Sexuality” campaign to promote behaviours among their peers which reflect age-appropriate, healthy expressions of sexuality. The campaign should incorporate the use of ICT.</p> <p>Students will reflect in their journals on how they feel about their values, beliefs and behaviours related to sexuality. They will indicate new actions they will take to display healthy expressions of their sexuality. Reflective Question:  Do I express my sexuality in appropriate ways?  How do my actions affect me and others?</p>	<p>Students’ responses indicate openness and self-awareness in identifying their values and beliefs on the issue</p> <p>Campaign reflects the effective use of advocacy skill to promote healthy expressions of sexuality and the value/virtue respect</p> <p>Journal entries reflect self-awareness in identifying new actions to improve their behaviour and appropriate value/virtue eg. decency</p>

**GRADE 8**

**Theme: Sexuality and Sexual Health**

**Topic 2:**

**Social Media Can Be Harmful**

**Life Skills:**

Social: Refusal, Communication, Advocacy  
 Cognitive: Critical Thinking, Problem solving, Creative Thinking  
 Coping: Healthy Self-management

**Values/Virtues:**

**Discernment, Wisdom, Modesty, Resilience, Self-Restraint, Consideration, Responsibility**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>Evaluate the dangers of social media</li> <li>Express concern about the adverse effects that social media can have on self-esteem</li> <li>Demonstrate the ability to use coping or cognitive skills to manage harmful content on social media</li> </ul>	<p>With the vast improvements in technology and the upsurge of social media, young people are being socialized to take pictures and record videos to gain instant attention through cyberspace. Adolescents cherish the number of likes or shares that are generated by pictures and videos.</p> <p>Any website or smartphone application that allows social interaction is considered a social media tool such as Facebook, Instagram, Snapchat, Twitter, WhatsApp and YouTube.</p> <p>While the ability to connect instantly with people all around the world has its advantages to maintain and create new friendships, social media has many disadvantages that can be very dangerous and harmful.</p> <p>Potential Dangers of Social Media:</p> <ul style="list-style-type: none"> <li><b>“Stranger Danger”- Take it Seriously</b> Children may find it hard to judge strangers they meet in person, and it is even harder to tell friends from foes online. It is dangerous to interact with strangers on social media as many people are not who they say they are.</li> <li><b>Oversharing Information – Don’t Reveal Too Much</b></li> </ul>	<p>Video Presentation/ Game</p> <p>Discussion/ Creative Writing</p>	<p>Before class, students will research the dangers of social media and watch the following videos:</p> <p>Dangers of Social Media for Teens <a href="https://www.youtube.com/watch?v=sop5MN7llfw">https://www.youtube.com/watch?v=sop5MN7llfw</a></p> <p>Dangers of Social Media (girl edition) <a href="https://youtube/6jMhMVEjEQg">https://youtube/6jMhMVEjEQg</a></p> <p>Dangers of Social Media (boy edition) <a href="https://youtube/c4sHoDW8QU4">https://youtube/c4sHoDW8QU4</a></p> <p>In class, groups will compete in a ‘Dangers of Social Media Showdown’ to assess their knowledge of the issue. Teacher will ask various questions about the potential dangers of social media; the group that answers the most questions correctly will win. Teacher will facilitate a discussion on the various dangers of social media.</p> <p>In groups, students will recall from prior experience, or use various social media sites in class to identify negative comments made on social media, including body shaming and cyberbullying. Teacher can also provide each group with extracts of comments from various social media sites.</p>	<p>Responses to questions are accurate and reflect a clear understanding of the dangers of social media</p> <p>Post expresses concern regarding the negative actions on social media and shows support for the targeted individual</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Very little personal information should be revealed online as strangers with bad intentions can use it to their advantage.</p> <ul style="list-style-type: none"> <li> <b>Hidden Info in Photos -- Beware of Posting Pics</b>            Posting pictures online is always risky. As photos contain EXIF data -- information about the camera you took the photo with. The fact that photographs contain location information, can help a stranger to identify one's location.         </li> <li> <b>The Staying Power of Social Media -- Consider the Future</b>            Whatever is posted online is there forever and can therefore have consequences in the future. Social media postings can later be accessed by colleges, potential employers and insurance boards.         </li> <li> <b>Cyberbullying -- Ask, "Will Others Get Hurt?"</b>            Adolescents should observe rules about social media use to prevent cyberbullying. They should be encouraged to avoid friends who are gossiping and teasing others online. If the message or picture is threatening, harmful or hurtful, adolescents must resist in assisting spreading and sharing in hurting their peers.         </li> <li> <b>Body Shaming-</b> Body shaming is defined as inappropriate negative statements and attitudes toward another person's weight, size and appearance. Body Shaming is increasing and is becoming more widespread among teenagers since the introduction of social media.         </li> </ul>	<p>Case Scenario/ Discussion/ Simulation</p>	<p>Students will discuss how they think the comments impact the individual or individuals being targeted on social media.</p> <p>Students will reflect on the following questions and share their feelings:            How would I feel if my peers have body-shamed me or bullied me on the internet?            How can I ensure that I do not body shame others?            How can I encourage others to have a positive self-concept?</p> <p>In response to the negative comments identified, they will then write a social media post that expresses concern about the words and actions of the individuals and shows support for the person being targeted. They will read their post to the class for feedback and discussion.</p> <p>Students will be divided into groups to read and discuss the case below which represents the dangerous repercussions of sexting. Students will suggest how Hope could have used problem solving skills, along with an appropriate value/virtue, to resolve her issue and will simulate their response using any form of creative expression (story, comic book, drama etc.)</p> <p><i>Hope Witsell was just beginning the journey from child to teen. The high school student had a tight-knit group of friends, and big plans to become a landscaper when she grew up. But one impetuous move robbed Hope of her childhood, and eventually, her life.</i></p>	<p>Simulation illustrates effective use of the steps in problem solving skill and appropriate value/virtue eg. resilience or courage</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> <li>Advocate for peers to act responsibly when using social media</li> </ul>	<p>Body shaming, fat shaming, and other bullying can create negative self-images for an individual. It (criticizing yourself or others because of some aspect of physical appearance) can lead to a vicious cycle of judgment and criticism.</p> <p>Adolescents report that social media has both positive and negative impacts on their lives. Positive examples include teens feeling better about themselves, increased sympathy for others, and increased self-confidence. However, negative outcomes include problems with parents, anxiety from posted content, friendships ending and face-to-face arguments.</p> <p>Adolescents, and adults too, are often affected by what they see online as social media has allowed for a constant stream of information and attention from people all over the world. This can sometimes be unhealthy.</p> <p>Adolescents often compare themselves to others they see online; not recognizing that social media users usually put forth their best online to gain attention through likes. This can result in unfair comparisons which can lead to low self-esteem. Adolescents need to remember that they are not seeing everything about a person's life online.</p> <p>Cyberbullying, body shaming and other negative acts can also have adverse effects on self-esteem as the constant negative commentary affects one's mental state. To counteract these negative effects of social media, maintaining real emotional connections to people in our lives will help to improve self-esteem and reduce the reliance on social media for attention.</p>	<p>Journaling</p>	<p><i>The 13-year-old girl sent a topless photo of herself to a boy in the hope of gaining his attention. Instead, she got the attention of her school, as well as the high school nearby. The incessant bullying by classmates that followed when the photo spread put an emotional weight upon Hope that she ultimately could not bear. Hope Witsell hanged herself in her bedroom.</i></p> <p><b>Note to Teacher: Please emphasize to students that the presented videos and scenarios are much closer to home than they may think. Inform them that they should dispel the “it can’t happen to me” myth. Use local examples of teens in dangerous situations due to social media and sexting.</b></p> <p>In their journals, students will answer the following questions:</p> <ul style="list-style-type: none"> <li>What are some of the things I post on social media?</li> <li>Why do I post or share things on social media?</li> <li>How do I feel when my pictures or posts don't receive adequate number of likes?</li> <li>Am I comfortable that everybody knows personal details about my life, based on the things I share? Why?</li> <li>How can I be mindful of the things I post or share?</li> <li>How will what I share affect my future?</li> <li>How could my actions on social media have impacted others negatively?</li> <li>How have I been negatively affected by the actions of others on social media?</li> </ul>	<p>Journal entries reflect appropriate value/virtue eg. consideration and self-awareness in identifying how they feel about their actions on social media, its impact on self and others and actions they can take in the future to minimize the negative impact of social media on self and others</p>



Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Sexting, another major issue, refers to sending, receiving or forwarding sexually explicit messages, photographs or images primarily between mobile phones. Sending sexually explicit pictures/videos of children is illegal.</p> <p>Adolescents need to become aware of the dangers of sexting before there is a problem and should be introduced to the issue as soon as a child is old enough to have a smartphone.</p> <p>Adolescents should:</p> <ul style="list-style-type: none"> <li>• Think of the consequences of texting or forwarding a sexy image of someone, even if it's a picture of themselves.</li> <li>• Not post a picture of yourself that they would not want everyone to see</li> <li>• Before hitting send, remember that they cannot control where the image might travel</li> <li>• Remember that if they forward a sexual picture of someone, they are just as guilty as the original sender</li> <li>• Report any nudes or suggestive images you may receive to an adult you trust so they can make a report to local law enforcement. Call 888-PROTECT (776-8328)</li> </ul> <p>Use the link below for additional information on how social media affect teens: <a href="https://youtu.be/7QWoP6jJG3k">How Social Media is Affecting Teens</a> <a href="https://youtu.be/7QWoP6jJG3k">https://youtu.be/7QWoP6jJG3k</a></p> <p>Additional resources are available at the Office of the Children's Advocate under their campaign, "Be Social, Be Smart".</p>	<p>ICT</p>	<ul style="list-style-type: none"> <li>• What will I do differently to ensure my actions on social media do not hurt others?</li> <li>• What can I do to minimize the negative impact of social media on my life?</li> </ul> <p>Teacher will provide feedback and make referrals where necessary.</p> <p><b>NOTE TO TEACHER: Parental consent is required for this activity.</b></p> <p>In groups, students will select one of the social media applications to set up a "Dangers of Social Media and Sexting" account (<i>Facebook restricts children under 13 years of age to set up an account; please observe their regulations</i>). They will use their creativity to disseminate the information they have received about the dangers of social media and sexting. Students will share the links to their pages with their teacher and classmates.</p> <p>The primary intent is to inform teens how to protect themselves from the dangers of social media and sexting, and then share among themselves and their peers outside the classroom. As an extra incentive, the group that gets the most likes or shares can be given an award.</p>	<p>Social media content reflects the effective use of the steps in advocacy skill and appropriate value/virtue eg. responsibility or consideration</p>

**GRADE 8****Theme: Sexuality and Sexual Health**

Module 2: Sociocultural Influences on Sexual Behaviour

Unit 2: Exploring Gender Issues

Learning Goals: By the end of this unit, students should be able to

1. Demonstrate an understanding of the importance of respecting the opposite sex
2. Appreciate the importance of respecting persons regardless of differences
3. Apply life skills to prevent or minimize actions that contribute to gender stereotyping

**Core Values:** **Moral lenses – 1. Respect for self 2. Respect for others 3. Positive outlook 4. Stewardship/service**

**Topic 1:** **Gender Stereotyping**

**Life Skills:** Social: Empathy, Communication

Cognitive: Decision Making

Coping: Self-awareness

**Values/Virtue:** **Integrity, Concern, Respect, Sensitivity, Courage**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>• Examine male and female stereotypes in society and their impact</li> <li>• Express how they feel about gender stereotyping</li> <li>• Display respect for peers who express a desire to participate in activities that differ from traditional gender norms</li> </ul>	<p>A gender stereotype is a generalized view that men and women should possess certain characteristics or perform certain roles because they are men and women respectively. They are usually a set of cultural expectations of men and women adopted by the majority. Some cultures have restricted gender stereotypes while others have been more lenient in deviations from traditional gender roles.</p> <p>Gender stereotyping also refers to the practice of assigning specific attributes, characteristics or roles to men and women simply because they are male or female.</p> <p>A gender stereotype is harmful when it limits the abilities of men and women to meet their full potential, develop their personal abilities, pursue professional careers and make personal life choices.</p>	Brainstorming/ Small group discussion	<p>Students will share their understanding of the concepts 'gender', 'stereotyping' and 'gender-based violence'. Under the headings "Act Like A Man" and "Act Like A Woman" students will write words or expectations that come to mind and draw a box around the list. Teacher will explain to students that these are stereotypes we have of men and women which may sometimes restrict how we act or our involvement in activities. Groups will share their responses with the class and teacher will facilitate a discussion using the following questions:</p> <ol style="list-style-type: none"> <li>1. How are boys/girls supposed to behave?</li> <li>2. How are boys/girls supposed to look, think and feel?</li> <li>3. What are boys/girls supposed to like/dislike?</li> <li>4. What should boys/girls do?</li> <li>5. Where did I learn these gender roles?</li> </ol>	Characteristics in illustrations are accurate examples of gender stereotypes of males and females

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> <li>Demonstrate the ability to use social or cognitive skills to address situations that may lead to gender-based violence</li> </ul>	<p>Gender stereotyping of women is believed by many to place women at a huge disadvantage for the advancement of women socially, especially as it relates to education and the workforce. This may not be true for all cultures.</p> <p>Common gender stereotypical qualities of women are: emotional, submissive, motherly, weak and clean. In relation to men, a common gender stereotype is the idea that men do not have feminine qualities and as such, it is often deemed as culturally unacceptable for men to show their emotions and display any form of weakness or a nurturing role.</p> <p>These gender stereotypes can affect men and women negatively, particularly where there is a wish to pursue career choices which go against traditional gender expectations or stereotypes. Persons who do not meet the stereotype are sometimes seen in a negative light. Gender stereotyping can also lead to violence when people do not conform to social expectations. This is true, especially for relationships between men and women.</p> <p>Healthy relationships in the home, community and workplace are built on respect for persons of the opposite sex and strong self-worth. We must ensure that our views of gender roles/expectations do not infringe on the rights of men and women as this can lead to gender-based violence.</p>	<p>Small group discussion/</p>	<ol style="list-style-type: none"> <li>How does the media contribute to these stereotypes?</li> <li>How can these stereotypes be helpful or harmful?</li> <li>How can these gender expectations/ roles limit children as they grow up in terms of what they like to do, sports they play and careers they may want to pursue?</li> </ol> <p>In small groups, students will discuss how gender stereotypes are reinforced in society. Teacher will ask students the following questions: How are persons who do not fit 'inside the box' often treated? What names are males/females called if they do not 'fit into the box'?</p> <p>Students will write the names on the same sheet of paper, but outside of the box. Teacher will then ask for an equal number of male and female volunteers to stand at the front of the class. Each group of students will stand and shout the names on their paper to the students standing at the front.</p> <p><b>Note: Teacher should ensure no indecent language is used.</b> Students will then reflect on the activity, how they felt using the stereotypes and how it felt to be the person being labelled and shouted at. On a sheet of paper, students will express how they feel about gender roles, gender stereotyping and its impact on society. They will share their responses.</p>	<p>Responses indicate students' self-awareness in identifying how they feel, their values and beliefs about gender roles and gender stereotyping and appropriate value/virtue eg. concern about the impact of gender stereotyping on individuals</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
		<p data-bbox="1031 181 1163 240">Pair-share/ Journaling</p> <p data-bbox="1031 743 1188 834">Video presentation/ Roleplay</p>	<p data-bbox="1251 181 1772 586">In pairs, students will take turns selecting an activity or career choice that they desire to participate in usually associated with the opposite gender. They will discuss with their partner who will show respect and display the steps in empathy skill when listening. Students will rate each other's ability to demonstrate respect and empathy. In their journals, students will share a time when they felt 'outside the gender box' and how this impacted their life. Teacher will review journal entries and make referrals where necessary.</p> <p data-bbox="1251 751 1759 997">Students will watch a video <a href="https://www.youtube.com/watch?v=oalvuLNjGkA&amp;feature=youtu.be">https://www.youtube.com/watch?v=oalvuLNjGkA&amp;feature=youtu.be</a> and discuss situations in which gender stereotyping can lead to violence. They will reflect on the following questions: <i>How do I want to be treated? How should I treat others?</i></p> <p data-bbox="1251 1045 1734 1166">In their groups, students will be given scenarios to role-play how they would reduce the impact of gender stereotyping and/or prevent gender-based violence.</p>	<p data-bbox="1806 181 1986 456">Proficiency in empathy skill and the value/virtue of respect displayed during the pair-share exercise</p> <p data-bbox="1806 480 1986 725">Journal entries reflect self-awareness in identifying their feelings related to gender roles and expectations</p> <p data-bbox="1806 781 1997 1026">Role play depicts decision making or empathy skill and appropriate value/virtue eg. sensitivity or courage</p>

## **THEME: SEXUALITY AND SEXUAL HEALTH**

### **MODULE 3: MANAGING REPRODUCTIVE HEALTH**

Develop action competence and build capacity to recognize the basic criteria and conditions for optimal reproductive health and reduce vulnerability to acquired problems such as the spread of HIV and AIDS, cervical cancer, STIs and teenage pregnancy.

#### **About the Module**

Many young people through their lifestyle and social interaction expose themselves to risks that compromise their sexual and reproductive health. Students should demonstrate knowledge of the transmission of HIV and AIDS and other STIs and the psychosocial and emotional issues related to AIDS. They must demonstrate behaviour which will render them less vulnerable to threats to reproductive health, by critically analysing options such as abstinence, drug-free lifestyle, use of contraception and assertive behaviour.

#### **Key Skills**

- Coping Skills (healthy self-management)
- Social Skills (communication, interpersonal relations, assertiveness, refusal, negotiation)
- Cognitive Skills (critical thinking, creative thinking, problem solving, decision making)

#### **GUIDANCE FOR THE TEACHER**

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
4. Assessment plans should reflect formative and summative assessments in every lesson.
5. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
6. Use reflective questions throughout the lesson to facilitate values and attitude development.
7. Adopt STEAM integration approach to encourage application of life skills.
8. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
9. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
10. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

#### **LINKS TO OTHER SUBJECTS: RELIGIOUS EDUCATION, INTEGRATED SCIENCE**

**GRADE 8 Theme: Sexuality and Sexual Health**

Module 3 Managing Reproductive Health  
Unit 1: Reproductive Health

Learning Goals: By the end of this unit, students should be able to:  
 1. Understand the health risks and consequences associated with engaging in sexual activity  
 2. Show support for persons living with and affected by HIV and AIDS  
 3. Apply appropriate life skills to reduce their vulnerability to HIV/STIs and cervical cancer

**Core Values:** Moral lenses – 1. Respect for self 2. Respect for others 3. Positive outlook  
4. Stewardship/service

**Topic 1:** Why Risk It?

**Life Skills:** Social: Advocacy  
Cognitive: Critical Thinking, Decision Making, Problem Solving  
Coping: Healthy Self-management

**Values/Virtues:** Wisdom, Purity, Virtue, Respect, Responsibility

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>Critically analyse the consequences of engaging in sexual activity</li> <li>Differentiate the modes of transmission, symptoms and treatment of sexually transmitted infections</li> <li>Express views that reject or oppose risky sexual behaviours</li> </ul>	<p>A consequence is a direct result of one’s actions and can be either positive or negative. Sexual activity can have both positive and negative consequences. Positive consequences include pleasure, intimacy and bonding between husband and wife/spouses/common-law unions. Negative consequences include unintended pregnancy and challenges associated with sexual activities such as emotional (stress, guilt, regret) and physical harm as well as sexually transmitted infections. Social consequences include conflict in friendships, bad reputation, trust issues and conflict in the family.</p> <p>Sexually transmitted infections are spread primarily through sexual activity and can be prevented. Some STIs cause painful symptoms or discomfort; while others do not always have visible symptoms, especially among females. Whether symptoms are</p>	<p>Concept Mapping/ Discussion</p> <p>Video Presentation/ Game/ Creative Arts</p>	<p>Students will be placed in groups to analyse the consequences of adolescents engaging in sexual activities. They will identify and explain the social, emotional, physical and mental consequences; at least three in each category should be identified and discussed.</p> <p>Groups will then use a concept map to present and explain the consequences of early sexual activity to the class.</p> <p>Students will be placed in groups to play a game called ‘Name that STI’. Students will be presented with a list of symptoms and will be asked to identify the STI. Teacher will then give students pre-prepared cards/handouts with information on the causes, modes of transmission and symptoms of each STI.</p>	<p>Concept map and students’ explanations indicate a clear and accurate understanding of the social, emotional, physical and mental consequences of sexual activity</p> <p>STIs are correctly named in game</p> <p>Three consequences in each category identified</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> <li>Demonstrate the ability to use social or cognitive skills to refrain from engaging in risky sexual behaviour</li> </ul>	<p>visible or not, STIs can have serious implications for one's health including pelvic inflammatory disease and infertility.</p> <p>STIs which can cause serious health effects are HIV, HPV (genital warts), Syphilis, Gonorrhoea, Chlamydia, Trichomoniasis and Herpes.</p> <p>Sexual activities which can result in the spread of STIs include oral sex, vaginal sex, anal penetration as well as unprotected sexual intercourse. Some STIs however, are spread through skin-to-skin contact and as such, the use of a condom and other contraceptives may not protect one from infection.</p> <p>For some STIs, girls are more prone to infection due to their physiology. Oral, vaginal or anal penetration increases the risk of infection for both boys and girls.</p> <p>HIV is one of the most serious infections which can be transmitted through sexual activity, among other methods. HIV weakens the immune system, which causes the body to be susceptible to cancers and other illnesses which may result in death.</p> <p>Some STIs are curable and some such as HIV, Herpes and HPV are not. All STIs are preventable. For curable STIs, proper treatment must be received and adherence maintained until the infection is no longer present to be completely cured.</p> <p>Treatment to minimize the effects of STIs such as HIV, Herpes and HPV can be accessed through local health facilities or a private physician.</p>	<p>Stimulus Activity/ Journaling</p>	<p>Students will compete against the clock to correctly name the STI. The first group to name the most STIs correctly will win the game.</p> <p>Each group will then select at least one STI and create a brochure or poster to educate their peers on the STI(s) selected. Educational materials should include signs and symptoms, methods of prevention, transmission and treatment of STIs where applicable.</p> <p>Teacher will prepare the following signs and paste them on the wall:</p> <ul style="list-style-type: none"> <li>High risk</li> <li>Medium risk.</li> <li>Low risk.</li> <li>No risk.</li> </ul> <p>Students will stand in the centre of the room and listen to the teacher who will read statements from the resource – Rating Risky Behaviours (p.345). Students will stand under the sign that they think best describes the statement. They will justify their answer. Teacher will facilitate discussion and clarify misconceptions.</p> <p>At the end of the activity, students will record all the risky sexual behaviours on a handout and express how they feel about engaging in these activities using the following question to guide their thoughts:</p> <ol style="list-style-type: none"> <li>What does engaging in risky sexual activities say about how much I value my life and my self-respect?</li> <li>How does engaging in sexual activity align with my spiritual/religious beliefs and values?</li> </ol>	<p>Students' responses in activity and journals reflect an accurate understanding of risky sexual behaviours and values/virtues that reject or oppose risky sexual behaviour eg. purity or respect (for self)</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>It is important to note that cervical cancer can be caused by certain types of the Human Papilloma Virus (HPV). HPV can also cause Genital Warts. Cervical cancer can be prevented through immunization against the types of HPV that can cause cancer. The vaccine is most effective when a girl is young and before she is sexually active. Currently, the HPV vaccine is offered by the Ministry of Health and Wellness for free to girls in Grade 7, ages 11-12.</p> <p>Cells which cause cervical cancer can be detected through a regular pap smear test that is conducted during a pelvic exam. All girls should have a Pap smear at least once per year, especially if they are sexually active. The age of consent is 16 years old.</p> <p>Condoms cannot prevent Genital Warts and Herpes and they are not 100% effective against STIs.</p> <p>It is therefore important to practise behaviours that reduce the risk of infection. These include abstinence, consistent condom use and immunization where applicable. This is critical as adolescents often engage in risky sexual behaviours which increase their risk of contracting HIV and other STIs. These behaviours include unprotected sex, multiple partners, casual sex and transactional sex.</p>	<p>Creative Expression</p>	<p>3. How do I feel about adolescents participating in sexual activities in exchange for gifts, money or favours?</p> <p>4. How do I feel about having multiple partners, engaging in casual sex and sex without a condom?</p> <p>5. If I were to engage in this kind of activity, how would I feel about myself?</p> <p>6. What does engaging in transactional sex say about my self-worth, self-respect and self-esteem?</p> <p>6. Why should I restrain myself from engaging in sexual activities, especially risky sexual activities?</p> <p>Students will be given different scenarios of students their age in situations in which they have to decide about their involvement in sexual activities. Case scenarios should include:</p> <ul style="list-style-type: none"> <li>• a character who experiences financial difficulties and is currently being propositioned by a wealthy businessman/woman</li> <li>• a girl who goes to a party and drinks alcohol and is with a boy that she likes who wants some alone time with her</li> <li>• a boy/girl who is being pressured by his/her peers to have sex with a boy she likes but doesn't know</li> </ul> <p>In groups, students will discuss and write possible endings to the story as if they were the main character. Stories should include the decision making process in which the character engages to reduce their risk of sexually transmitted infections by refraining from engaging in sexual activities. Students can share their stories with the class.</p>	<p>Story illustrates effective use of decision making skill and appropriate value/virtue eg. wisdom or responsibility to refrain from engaging in risky sexual behaviour</p>



Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Low socioeconomic status can present financial difficulties for adolescents and their families, resulting in some adolescents becoming involved in early sexual activity for financial and material gain. Driven by the need for a better life, some women/girls and men/boys use sex as a commodity in exchange for goods, services, accommodation, gifts, food and other necessities. Emotional support has also been a driving factor for some adolescent girls and boys. This kind of behaviour is referred to as 'transactional sex'.</p> <p>Transactional sex often involves multiple partnerships and relationships between older persons. Adolescent girls/boys involved with older men place themselves at great risk of contracting HIV, as older men and women are more likely to be HIV-infected.</p> <p>Intergenerational or cross-generational sex (where the difference in the age group between both partners is 10 years or more) and transactional sex are often intertwined.</p> <p>When an older man/woman is involved with an adolescent girl/boy under the age of 16 years it is also known as carnal abuse and is a criminal offence.</p>			

**GRADE 8**                      **Theme: Sexuality and Sexual Health**

**Topic 2:**                      **Busting Myths!**

**Life Skills:**                      *Social:* Communication, Empathy  
    *Cognitive:* Critical Thinking  
    *Coping:* Self-awareness

**Values/Virtues:**              **Compassion, Care, Concern, Love**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>Distinguish between myths and facts about HIV prevention, transmission and treatment</li> <li>Display positive attitudes concerning persons living with HIV/ AIDS</li> <li>Show compassion towards persons who are living with HIV/AIDS</li> <li>Demonstrate the ability to use advocacy skill to dispel myths about HIV and AIDS</li> </ul>	<p><b>Note to Teacher:</b>  <b>It is important to communicate with parents the objectives and activities of the lesson as they are responsible for monitoring sexual content in and outside the home.</b></p> <p><b>HIV stands for Human Immunodeficiency Virus.</b> It is the virus that causes AIDS – Acquired Immune Deficiency Syndrome. AIDS is the collection of symptoms from diseases and opportunistic infections caused by HIV.</p> <p>The terms AIDS and HIV cannot be used interchangeably. It is incorrect to state that “one can catch HIV”.</p> <p><b>HIV can be transmitted in three main ways:</b></p> <ul style="list-style-type: none"> <li>Unprotected sex (vaginal and oral) and anal penetration; transmission – through contaminated vaginal fluid and semen (not sperm), with an infected partner</li> <li>Contaminated blood to blood transmission</li> <li>Mother-to-child transmission through contaminated breast milk, intrauterine fluids and during childbirth.</li> </ul>	<p>Game/ Discussion</p>	<p><i>Myth vs. Fact.</i> Students will engage in the ‘Myth and Fact’ game by listening to a series of statements about HIV transmission, prevention and treatment and choosing if the statement is a myth or fact. Students will explain their choice for each statement. Statements should include:</p> <ul style="list-style-type: none"> <li>You can get HIV from the saliva, sweat, urine and tears of HIV-positive people</li> <li>Only homosexuals are at risk of getting HIV.</li> <li>Only persons with more than one sex partner are at risk of getting HIV</li> <li>There is currently still no cure for AIDS</li> <li>You can get HIV from oral sex</li> <li>An HIV-positive pregnant woman will (always) infect her unborn child</li> <li>A healthy-looking person can be infected with HIV</li> <li>A person can get HIV from mosquito bites</li> <li>A person can get HIV by sharing a meal with someone who is HIV infected</li> <li>A person can get HIV by hugging or shaking hands with an infected person</li> </ul>	<p>Students’ responses to each statement are accurate and explanations reflect the ability to think critically to justify answers correctly</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p><b>HIV cannot be transmitted through body fluids such</b> as urine, sweat, tears and saliva, based on the level of the virus in these fluids.</p> <p><b>Ways HIV cannot be transmitted:</b></p> <ul style="list-style-type: none"> <li>• Casual kissing</li> <li>• Mosquito bites</li> <li>• Sharing eating utensils and plates</li> <li>• Hugging and shaking hands</li> <li>• Sleeping in the same bed</li> <li>• Using toilets</li> <li>• Sharing food or drink with someone</li> <li>• Playing and talking</li> <li>• Eating food cooked by someone who is HIV positive</li> </ul> <p><b>Window Period for Testing (from 6 weeks to 6 months depending on available test kits)</b></p> <p>The Window Period is the period between HIV infection and the ability of the test kit to detect the production of antibodies for HIV in a person's body. During this time an antibody test (HIV test, not AIDS test) may give a 'false negative' result, which means the test will be negative even though the person is positive.</p> <p>It is important to know your HIV status. HIV rapid testing is available in Jamaica through the testing of blood or antibodies. Results can be obtained within 20 minutes.</p>	<p>Survey/ Discussion</p>	<ul style="list-style-type: none"> <li>• HIV can only be transmitted from an infected person through contact with certain body fluids (blood, semen, breast milk, vaginal/anal fluid).</li> <li>• A person cannot get HIV through supernatural means, like Obeah</li> </ul> <p>Using an online application polling tool such as Kahoot students will conduct a survey that examines attitudes towards persons living with HIV/AIDS. They will answer the following questions:</p> <ul style="list-style-type: none"> <li>• If a member of your family became sick with HIV, the virus that causes AIDS, would you be willing to care for him or her in your household?</li> <li>• If a teacher has HIV, the virus that causes AIDS but is not sick, he/she should be allowed to continue teaching in school?</li> <li>• If I knew that a shopkeeper or food seller had HIV, the virus that causes AIDS, I would still buy food or vegetables from them.</li> <li>• I would not want to attend school with an HIV-positive student.</li> <li>• An employer has the right to dismiss a worker who is HIV-positive to protect other employees.</li> </ul> <p>Teacher will share the results of the poll and facilitate a discussion. Students will share their viewpoints related to each question and debate the most controversial topics to encourage positive attitudes towards persons living with HIV/AIDS.</p>	<p>Students' responses reflect non-discriminatory attitudes to persons living with HIV/AIDS and appropriate value/virtue e.g. care or concern</p>



**GRADE 8****Theme: Sexuality and Sexual Health****Topic 3:****Pregnancy and Parenting****Life Skills:**

Social: Advocacy, Communication

Cognitive: Critical Thinking, Decision Making, Creative Thinking

Coping: Healthy Self-management, Coping with Emotions

**Values/Virtues: Self-discipline, Responsibility, Wisdom, Perseverance, Care**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> <li>Evaluate the consequences associated with adolescent pregnancy and child-rearing</li> <li>Investigate the risks and consequences associated with illegal and unsafe abortion</li> <li>Differentiate between myths and facts related to pregnancy</li> <li>Justify why adolescents are not ready to manage the responsibilities of caring for a baby</li> </ul>	<p>A boy is physically able to become a parent when he first starts to ejaculate sperm. A girl becomes able when her ovaries begin producing eggs, however, there are developmental changes that are necessary for a safe pregnancy.</p> <p>Adolescents are not adequately prepared to raise and care for a child as being a parent means being mentally, financially and emotionally ready to manage the responsibility and sacrifice required of parenthood. Maturity is also required to understand the benefits and joy of parenting and that it greatly affects the future.</p> <p>Adolescence should be a time for young persons to learn about themselves, develop lasting friendships, set goals, explore their dreams and aspirations, and plan for their future. Some adolescents engage in sex without considering the risks and impact of pregnancy on their lives and the lives of their families. Some young people feel invincible but are unable to fully assess the long-term consequences of their choices as their brain is still maturing. To compound the issue their choices are influenced by common myths and misconceptions about sex and pregnancy.</p> <p>Pregnancy during adolescence can have serious consequences for the health and future of both boys and girls. During adolescence, a girl's body is at greater risk of serious medical problems as her body is not fully developed to carry a baby to full term.</p>	Panel Discussion/ Concept Mapping	<p>Students will interview or engage in a panel discussion with an adolescent mother/father, as well as parents of a nuclear family. They will discuss the joys and challenges of pregnancy and parenting.</p> <p>In small groups, students will then compare the experiences and discuss the physical and mental health consequences of pregnancy and raising a child during adolescence, as well as the social and emotional consequences. Teacher will facilitate discussion with guiding questions such as:</p> <ol style="list-style-type: none"> <li>How will having a baby change the social life of an adolescent?</li> <li>How do you think an adolescent would feel after having a baby?</li> <li>How is the physical health of an adolescent at risk during pregnancy?</li> <li>What are the mental health challenges an adolescent mother may face?</li> </ol> <p>Students will then use a concept map to illustrate their findings showing the connections/relationships between consequences in different categories.</p>	Concept map accurately and clearly illustrates the social, emotional, physical health and mental health consequences of adolescent pregnancy and childrearing

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> <li>Demonstrate the ability to use social skills to promote abstinence from sexual activities to avoid pregnancy</li> </ul>	<p>Adolescents faced with pregnancy often feel frustration and resentment for having to defer their life goals to raise a child. Often, the challenge of raising a child rests on the girl and her family. Adolescent mothers often experience post-partum depression, stress and anxiety.</p> <p>Most adolescents are still in school and as such are dependent on their parents for financial support. Pregnancy among adolescents therefore results in various social consequences, including, dropping out of school, losing friends and family and increased financial strain on self and families, mental and emotional ill-health.</p> <p>For these reasons and others, many adolescents faced with an unplanned pregnancy choose unsafe and illegal abortions which can have serious implications.</p> <p>An abortion refers to the early removal or expulsion of the foetus from the womb and can be spontaneous or induced. A spontaneous abortion is a miscarriage before 28 weeks of pregnancy while an induced abortion is the deliberate termination of the life of an unborn child. The term abortion typically refers to induced abortion and is not an option for adolescent girls or women who are pregnant as it is prohibited in Jamaica under sections 72 and 73 of the Offences against the Person Act.</p>	<p>Resource Person/ Discussion</p> <p>Game</p> <p>Simulation/ Journaling</p>	<p>Students will observe a presentation by an obstetrician or antenatal health practitioner and participate in a discussion on the risks associated with adolescent pregnancy and illegal and unsafe abortions. Students will note the risks and consequences outlined and report what they have learnt from the discussion.</p> <p><i>Myth vs. Fact.</i> Teacher will place the labels 'Myth' and 'Fact' on opposite sides of the room. Students will listen to statements read aloud by the teacher and will stand under the label they feel best describes the statement. Students will be selected at random to explain their choice. Teacher will clarify misconceptions where necessary.</p> <p><b>Ensure both boys and girls participate in this activity.</b></p> <p>Students will be placed in pairs (male and female, where possible) to determine the cost of taking care of a newborn baby. Each group will be assigned a different budget which represents the various economic status of real parents. Each pair of students will prepare a list of necessities for raising a newborn baby and research the associated costs. They will manage their budget for a week to ensure they meet all the needs of the baby.</p>	<p>Risks and consequences of unsafe and illegal abortions outlined in students' reports are accurate and clear</p> <p>Myths and facts are accurately identified and explanations to support answers reflect a clear and accurate understanding of why the statement is a myth or fact</p> <p>Journal entries reflect self-awareness in identifying how they feel about adolescents caring for a baby</p> <p>Justification provides reasonable and valid arguments why adolescents are unable to manage the responsibilities of caring for a baby.</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>To avoid an unplanned pregnancy, it is important to understand the facts related to reproduction. Some common myths are:</p> <ul style="list-style-type: none"> <li>• A girl cannot become pregnant before she has her first period.</li> <li>• A girl cannot become pregnant during her period.</li> <li>• Anal penetration is a risk-free way to avoid pregnancy and STIs.</li> <li>• A girl cannot become pregnant the first time she has sex.</li> <li>• Sex in water does not result in pregnancy.</li> <li>• A woman cannot get pregnant if she is nursing a baby.</li> <li>• Sex standing up will prevent the sperm from fertilizing the egg.</li> <li>• Early withdrawal will not result in pregnancy.</li> <li>• A woman cannot get pregnant if she has sex during her menstrual period.</li> <li>• Use of a condom or other contraceptive method is full-proof in preventing pregnancy and STIs.</li> <li>• A woman can always calculate her 'safe' time to have sex and avoid pregnancy.</li> <li>• A woman is not at risk of pregnancy unless the man ejaculates inside her vagina.</li> </ul> <p>Hooked: New Science on How Casual Sex is Affecting Our Children</p> <p><a href="https://www.youtube.com/watch?v=SOVHOpiw4JY">https://www.youtube.com/watch?v=SOVHOpiw4JY</a></p> <p><a href="https://www.youtube.com/watch?v=O-kldv58js4">https://www.youtube.com/watch?v=O-kldv58js4</a></p> <p><a href="https://www.youtube.com/watch?v=NGpnyPqp6Sk">https://www.youtube.com/watch?v=NGpnyPqp6Sk</a></p>	<p>Creative Arts</p>	<p>Each group will prepare a presentation at the end of the exercise to outline how they managed their expenses given the budget they were assigned. They will draw conclusions about the financial costs associated with taking care of a baby.</p> <p>Other pairs of students will buy or obtain a bag of flour from home and role-play taking care of a baby for a week.</p> <p>Each student will write a journal of their experience in carrying out their assigned activity and how they feel about parenthood. Reflecting on their experience, they will explain why adolescents are not ready to manage the responsibilities of caring for a baby. Reflective questions: Am I ready to be a parent? Am I willing to take on the responsibility of caring for another life?</p> <p>Students will create a vision board (utilizing pictures, art, etc) that reflects future goals and aspirations along with quotations that highlight taking responsible actions to maintain abstinence and avoid pregnancy. Completed vision boards will be displayed around the classroom. They will also design a flyer, brochure or other materials entitled "50 Ways to Protect Myself from Pregnancy". Video blogs should also be encouraged. Students will use these materials during Safer Sex Week in February to encourage their peers to abstain and take action to protect their reproductive health.</p>	<p>Vision boards and other educational tools illustrate effective use of advocacy or communication skill and appropriate value/ virtue e.g. self-discipline, wisdom or responsibility to promote abstinence and other strategies to protect their reproductive health</p>

## GRADE 8

## Theme: Sexuality and Sexual Health

Module 3: Managing Reproductive Health

Unit 2: Caring for My Body

Learning Goals: By the end of this unit, students should be able to:

1. Understand the changes in their bodies related to puberty
2. Appreciate that adolescents have special hygiene needs
3. Apply coping skills to maintain good hygiene practices

**Core Values:** Moral lenses – 1. Respect for self 2. Respect for others 3. Positive outlook 4. Stewardship/service

**Topic 1:** Personal Hygiene

**Life Skills:** Social: Empathy

Cognitive: Critical Thinking, Problem solving

Coping: Healthy Self-management

**Values/Virtues:** Respect, Courtesy, Sensitivity, Care, Responsibility, Appreciation

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>• Explain the relationship between health and proper hygiene practices</li> <li>• Justify the importance of maintaining proper hygiene</li> <li>• Show respect for their bodies by exercising proper health and hygiene practices during adolescence</li> </ul>	<p>At puberty, the reproductive organs develop and other changes occur in our bodies. One effect is that body odour becomes marked, increasing the need to use soap and deodorant to keep special parts of the body clean and smelling fresh.</p> <p>Some micro-organisms such as bacteria are found in the external orifices of the sex organs. If proper hygiene is not maintained in these areas, then these micro-organisms will continue to grow and unpleasant/foul-smelling body secretions are produced. In addition, during adolescence, many young persons take part in physical activities that cause sweating and additional body odours.</p> <p><b>Causes of Body Odour</b></p> <ul style="list-style-type: none"> <li>• Failure to bathe regularly</li> <li>• Poor hygiene during menstruation</li> <li>• Stale perspiration</li> <li>• Wearing dirty clothes, especially undergarments</li> <li>• Using body care products that smell badly</li> </ul>	<p>Brainstorming/ Discussion</p> <p>Game</p>	<p>Students will be placed in groups to give examples of health and hygiene behaviours that are different for adolescents and children. Groups will record and share their points, for example, menstrual hygiene, using deodorant, acne medication and frequent bathing. In groups, students will then discuss the importance of proper hygiene practices to good health giving examples of health consequences associated with poor hygiene practices. At least two consequences should be cited.</p> <p><b>Health and Hygiene Matching Game (Pg. 144 in HFLE Resource Handbook).</b> Pairs of students will be given the health and hygiene matching handout. Students will correctly match each behaviour with the explanation for a health or hygiene practice. When students have completed the handout, teacher will review and clarify where necessary. Students will be asked to justify the importance of each health and hygiene behaviour.</p>	<p>Students' ability to identify proper hygiene practices</p> <p>Responses reflect a clear and accurate understanding of how poor hygiene impacts health (at least two health consequences of poor hygiene included in their response)</p> <p>Students' ability to correctly match health and hygiene practices and justify the importance of proper hygiene practices with accurate responses</p>





## **THEME: SEXUALITY AND SEXUAL HEALTH**

### **MODULE 4: ACCESS SOURCES OF HEALTH INFORMATION AND SERVICES**

Develop knowledge and skills to access age-appropriate sources of health information, products and services related to sexuality and sexual health.

#### **About the Module**

Students should be capable of identifying a range of age-appropriate health services in their communities. Through an informed use of these services, they should acquire the necessary knowledge, skills and attitudes needed for a lifelong commitment to the promotion of personal, family and community health, including advocacy. Age-appropriate health services in the community may address the following: sexuality, child abuse, sexual assault/harassment and domestic violence.

#### **Key Skills**

- Coping Skills (healthy self-management)
- Social Skills (communication, assertiveness)
- Cognitive Skills (critical thinking, creative thinking, problem solving, decision making)

#### **GUIDANCE FOR THE TEACHER**

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
4. Assessment plans should reflect formative and summative assessments in every lesson.
5. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
6. Use reflective questions throughout the lesson to facilitate values and attitude development.
7. Adopt STEAM integration approach to encourage application of life skills.
8. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
9. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
10. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

#### **LINKS TO OTHER SUBJECTS: RELIGIOUS EDUCATION, INTEGRATED SCIENCE**



Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>and report sexual offences</p> <ul style="list-style-type: none"> <li>Demonstrate the ability to use social or cognitive skills to report incidents of sexual abuse</li> </ul>	<p>of access to such health care services.</p> <p>By extension of the Universal Declaration of Human Rights and the Convention on the Rights of the Child, the Sexual Offences Act was also developed to ensure the safety and protection of our children.  <a href="http://jis.gov.jm/media/CDA.pdf">http://jis.gov.jm/media/CDA.pdf</a></p> <p>The Child Care and Protection Act provides laws to protect children from:</p> <ul style="list-style-type: none"> <li>All types of violence</li> <li>Physical abuse</li> <li>Emotional abuse</li> <li>Sexual abuse</li> <li>Neglect</li> <li>Trafficking</li> <li>Child labour</li> <li>Exposure to things that cause addiction</li> </ul> <p>The Sexual Offences Act provides laws to protect children from:</p> <ul style="list-style-type: none"> <li>Sexual touching or interference</li> <li>Sexual grooming</li> <li>Sexual intercourse with children under the age of 16</li> <li>Indecent assault</li> <li>Inducing or encouraging violation of children under the age of 16</li> <li>Abduction of children under 16</li> </ul> <p><a href="http://moj.gov.jm/sites/default/files/laws/Sexual%20Offences%20Act.pdf">http://moj.gov.jm/sites/default/files/laws/Sexual%20Offences%20Act.pdf</a></p>	<p>Discussion/ ICT</p> <p>Creative Expression</p>	<p>Students will share their findings.  <a href="http://jis.gov.jm/media/CDA.pdf">http://jis.gov.jm/media/CDA.pdf</a>  <a href="http://moj.gov.jm/sites/default/files/laws/Sexual%20Offences%20Act.pdf">http://moj.gov.jm/sites/default/files/laws/Sexual%20Offences%20Act.pdf</a></p> <p>Sample Case Scenarios:</p> <ol style="list-style-type: none"> <li>A 9-year-old girl in state care is reported to have been raped by a security guard at the institution.</li> <li>A 13-year-old boy is sent sexually explicit pictures by an older woman who has also sent text messages for them to meet</li> <li>A teacher is involved in a sexual relationship with a 15-year-old student at the school</li> <li>Two grade 8 students were caught engaging in sexual activities on the school compound.</li> </ol> <p>Students will express their views on the importance of their right to access reproductive health care. They will write at least three points to justify why adolescents should not be denied this right and share them with the class. Teacher will provide feedback. They will then expand on these rights in a blog or create a podcast or video on the topic “My Right to Reproductive Health Care”. Students will share the link to their reflections with the teacher and classmates.</p> <p>In small groups, students will create information, education and communication materials such as posters, jingles and cards to depict the benefits of the Child Care and Protection Act as well as the Sexual Offences Act and encourage their peers to report incidents of sexual abuse. Materials should highlight the number 888-PROTECT which is used to report suspected or confirmed cases. The materials should be placed in classrooms as exhibits.</p>	<p>understanding of how the CCPA and Sexual Offences Act protects the rights of children</p> <p>Points in discussion and blog/podcast/video are valid, relevant and appropriate value/virtue e.g. responsibility</p> <p>Viewpoints reflect students’ self-awareness in identifying their feelings and beliefs about their right to access reproductive health care.</p> <p>Materials illustrate effective use of the steps in advocacy skill and value/virtue courage to encourage peers to report incidents of sexual abuse.</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>When children's rights are violated or not respected, the Office of the Children's Registry should be contacted at 888-PROTECT (888-776-8328). Everybody has a responsibility to ensure that children's rights under the Child Care and Protection Act and Sexual Offences Act are being observed. Both boys and girls must report sexual offences against them.</p> <p>The Age of Consent in Jamaica for sexual intercourse is 16 years old. The age of consent is the minimum age at which an individual is considered legally old enough to consent to participation in sexual activity. Individuals aged 15 years or younger in Jamaica are not legally able to consent to sexual activity, and such activity may result in prosecution for statutory rape or the equivalent local law.</p> <p>As a result, adolescents below the age of consent are prohibited from accessing some sexual reproductive health (SRH) services.</p> <p>However, not all adolescents based on age, emancipated status etc. will need parental consent to access health services.</p> <p>Other major areas of concern as it relates to adolescent sexual and reproductive health include the relatively high prevalence of teenage pregnancy, increased number of HIV cases in the 15-19 age group and the prevalence of other STIs, which may often go untreated and lead to health complications.</p>	Case Study/	<p>In groups, students will read the case study below and discuss the relevant violations of the Child Care and Protection Act and the Sexual Offences Act in Maylene's case. Students will prepare a skit to illustrate how they would use an appropriate life skill to (i) respond in the situation as Maylene or (ii) how they would provide support to Maylene.</p> <p>Case scenario: Maylene was 15 when she met her first "boyfriend". He was 21 years old and he bought her presents, picked her up in his car and told her he loved her.</p> <p>He called her regularly and before long was attempting to force her to have sex with him. She liked the presents and the attention she received but she was not ready to have sex. She often explained to him that she was not ready for a sexual relationship. He then changed and got violent with Maylene and was demanding sex from her. He called several times and made threats to Maylene.</p> <p>In their last phone call, he told her where to meet him so that they would spend the night together and have sex. Maylene does not want to go but she fears for life.</p> <p>Maylene has decided to go to her school's guidance counsellor as she was afraid of her parent's reaction.</p> <p><b>Reflective Questions:</b> <i>How would I feel if my rights were violated?</i> <i>How can I demonstrate courage or responsibility to protect myself and others from situations of sexual abuse?</i></p>	Skit illustrates appropriate value/virtue e.g. courage or responsibility and effective use of problem solving, decision making or communication skill as Maylene or empathy skill to show support to Maylene

**GRADE 8****Theme: Sexuality and Sexual Health****Components of Sexuality**

Components	Definition	Elements
<i>SENSUALITY</i>	Enjoyment, expression or pursuit of physical, especially sexual, pleasure.	Body Image Human Sexual Response Cycle Skin Hunger Fantasy
<i>INTIMACY</i>	The ability and need to experience emotional closeness to another human being and have it returned.	Caring Sharing Loving/Liking Risk Taking Vulnerability
<i>SEXUAL IDENTITY</i>	The understanding of who one is as a male and female.	Gender Bias Gender Roles Biological sex
<i>SEXUAL HEALTH AND REPRODUCTION</i>	Attitudes and behaviours related to producing children, care and maintenance of the sex and reproductive organs, and health consequences of sexual	Factual Information Feelings and Attitudes Intercourse Physiological and Anatomy of Reproductive Organs Sexual Reproduction
<i>SEXUALIZATION</i>	The use of sexuality to influence, control or manipulate others.	Flirting Seduction Sexual Harassment Rape Sexual Assault Incest

## Explanation of the Components of Sexuality

Sexuality is more than the sexual feelings we experience and sexual intercourse. In fact, integral parts of our sexuality include our thoughts, beliefs and our behaviours; how we identify as male and female, who we are as a person, the relationships we form and the love that we share.

### Sensuality

Enjoyment, expression or pursuit of physical, especially sexual, pleasure.

- *Body image*—a healthy body image is important for the development of positive self-esteem. Research has suggested that how adolescents view their bodies is highly influenced by the media through images on television, in magazines, movies and advertisements, which may promote unrealistic expectations of beauty, body weight and acceptable physical appearance.
- *Experiencing pleasure*—sensuality allows us to experience pleasure through the arousal of our senses: taste, touch, sight, hearing and smell.
- *Skin hunger*—skin hunger refers to the need to be touched in a loving and caring way. It is often said that some adolescents satisfy their *skin hunger* through close physical contact with their peers as during this stage they often receive less physical contact from their parents in comparison to younger children. In some cases, sexual intercourse may then result from an adolescent's need for physical affection, and not actually a desire to have sex.

*Physical attraction*—the brain, not our sex organs, is the centre of sensuality as it is the mechanism responsible for sexual attraction.

- *Fantasy*—fantasies are mental images which often reflect our conscious or subconscious desires. It is important that adolescents understand that though sexual fantasy is normal, one does not have to act upon sexual fantasies and that not all sexual fantasies are healthy.

### Intimacy

Intimacy is the ability and need to experience emotional closeness to another human being and have it reciprocated. This involves caring, sharing, loving/liking, risk-taking (emotional), vulnerability, commitment and reciprocity.

- *Sharing*—sharing one's feelings is important to develop an emotional closeness with another person.
- *Caring*—we cannot develop an intimate relationship with someone we do not care about. Caring about other people involves empathizing and feeling the pain and happiness of others.
- *Liking or loving another person*—Having strong feelings of affection for others

- *Emotional risk-taking*— to experience true intimacy one must possess the ability to share feelings even if it creates a feeling of discomfort.
- *Vulnerability*—whenever we get close to someone we like or love, we risk our feelings being hurt by that person and so we become vulnerable. True intimacy cannot be obtained without some level of vulnerability and emotional risk-taking.

### **Sexual Identity**

Sexual Identity represents who we are and how we express ourselves to other people. This includes how we see ourselves as males and females. Some examples of this are biological sex and gender roles.

- *Gender roles*—roles, functions, behaviours and/or actions associated with being male and female which are usually socially, biologically and culturally defined. It is important for adolescents to understand the concept of gender roles as during this period they are highly influenced by what society defines as “masculinity” and “femininity”.
- *Gender bias* is also important to understand. Gender bias refers to a preconceived notion, action or treatment towards a person based on their gender. Gender bias might include believing that women are less intelligent or less capable than men that men cannot raise children without the help of women or that men cannot be sensitive.

### **Sexual Health and Reproduction**

Sexual Health and Reproduction refers to care of the reproductive organs, the ability to produce children, and the attitudes, behaviours and health consequences related to sexual behaviour. These include factual information, feelings and attitudes, intercourse, physiology and anatomy of the reproductive organs, infections/diseases, contraception and risk reduction.

- *Factual information about reproduction*—It is important for adolescents to have factual information regarding sexual health and reproduction. Youths need to understand how the male and female reproductive system functions, and the health consequences related to improper and inappropriate care of the body such as pregnancy and sexually transmitted infections (STIs). If informed with accurate information, adolescents can make appropriate decisions regarding their sexual health.
- *Feelings and attitudes*—Adolescents have various feelings and attitudes in relation to various issues related to sexual health and reproduction such as HIV/AIDS, STIs, pregnancy, abortion and contraception.
- *Sexual intercourse* — Many adolescents do not see themselves as at-risk. Young people need to understand that sexual intercourse may lead to pregnancy and will increase the risk of sexually transmitted infections (STIs). Adolescents must also understand that though sexual intercourse refers to the penetration of the vagina by the penis, high-risk sexual behaviours include **oral sex and anal penetration** as well and so they should not engage in such sexual activities and activities which may lead to such behaviours.
- *Reproductive and sexual anatomy*—To protect themselves adolescents need to understand the human reproductive system and its functions. Also important is factual information on contraceptives and how they work, clarifying cultural myths which may increase the risk of pregnancy and STIs.



- *Sexual reproduction*—Information on sexual reproduction should include not only the biological aspect of reproduction but also factual information on conception, pregnancy, delivery and childbirth as well as recovery. These are important aspects of sexuality

## **Sexualisation**

Sexualisation is the use of sexuality to influence, control or manipulate others. Some examples of these are rape, sexual abuse, buggery, incest, sexual harassment, withholding sex and seduction – flirting. Adolescents need to know that they have a right not to be exploited sexually and that they should not sexually exploit others.

- Flirting—Though can be harmless, can be used to manipulate others and may result in feelings of hurt and humiliation of others. Adolescents should not practise flirting.
- Seduction—The act of enticing someone into sexual activity. This can be harmful to the person being seduced as it may involve manipulation.
- Sexual harassment—involves making unwanted sexual advances and/or obscene remarks to someone of the same or opposite gender. It can involve unwanted hugging or touching of another person’s body e.g. touching someone’s bottom. It can involve sexual demands by persons in authority in exchange for a particular benefit.
- Rape—Rape is forced or coerced sexual intercourse. Force can include the use of threats and intimidation or physical violence. Important to note is the fact that in Jamaican law (The Sexual Offences Act 2009), rape can only be committed by a man and involves “sexual intercourse with a woman without her consent or knowing that she does not consent or” recklessly not caring whether she consents or not”. It is important to note that the law recognizes circumstances where consent does not exist such as in the case of sexual intercourse “extorted by physical violence, fear, threat or where sex is obtained by false and fraudulent representation of the offender”. Youth should know that they are protected by the law and that if someone refuses to accept the word “no” and forces sexual intercourse, this means rape.
- Sexual Assault – grievous sexual assault refers to sexual acts other than penetration such as penetration of the vagina or anus of a victim with a body part other than the penis or the use of an object. In Jamaican law, forced oral sex, or inciting forced oral sex, is also considered as grievous sexual assault. It is important for youth to know the laws which protect them from sexual exploitation and assault.
- Incest—this refers to the act of any male or female who willingly has sexual intercourse with an immediate family member related to them by birth – parent, child, sibling, grandparent, grandchild, aunt/uncle and niece/nephew.
- Many adolescents are sexually abused in this way and are unaware that incest is morally wrong and that they are protected by the law.

## GRADE 8

### Theme: Sexuality and Sexual

#### Health Rating Risky Behaviours

Instructions to Teacher: Place the signs “High Risk”, “Medium Risk”, “Low Risk” and “No Risk” at different areas of the classroom. Read the following statements out aloud and ask students to go to the sign which they think is most appropriate for the behaviour in relation to their health, particularly their risk of contracting HIV and/or other STIs. Ask students to discuss their choice and have one student report for the group. Explain the correct answer.

Behaviours	Safe: No Risk	Low Risk	Medium Risk	High Risk
1. Drinking alcohol			✓	
2. Kissing		✓		
3. Engaging in sexual acts in exchange for money or other items				✓
4. Having symptoms of STIs and not getting tested or treatment				✓
5. Having several casual sex partners				✓
6. Sharing a tattoo needle				✓
7. Not engaging in any form of sexual activity	✓			
8. Having sexual intercourse			✓	
9. Not knowing your HIV status			✓	
10. Sharing food with someone infected with HIV	✓			
11. Engaging in sexual activities (oral, anal) without a condom/barrier method				✓
12. Engaging in sexual activities with someone you do not know				✓
13. Engaging in group sex				✓
14. Touching someone with HIV	✓			

## **No Risk**

**Touching someone with HIV**

**Not engaging in any form of sexual activity**  
**Sharing food with someone infected with HIV**

## **Low Risk**

**Kissing** – *If someone has HIV and they have blood in their mouth and they kiss someone who has a cut in their mouth and the blood gets into the person's cut then there is a chance of getting HIV this way, but it is very, very unlikely.*

*Sharing food with someone infected with HIV*

## **Medium Risk**

**Not knowing your HIV status** – *If you are HIV positive and have unprotected sexual intercourse with someone who is also HIV positive you can become re-infected.*

**Drinking alcohol** – *A person may not make healthy decisions while under the influence of drugs or alcohol, thus increasing their level of risk of HIV and other STIs.*

**Having sexual intercourse** – *Having sexual intercourse with a condom can reduce the risk of contracting HIV; however, some STIs such as herpes or genital warts can be transmitted through body-to-body contact without intercourse*

## **High Risk**

**Sharing a tattoo needle** – *Contaminated piercing needles and ink can transmit HIV*

**Engaging in sexual activities without a condom/barrier method** – *Unprotected vaginal sex is high-risk for HIV, particularly for women, and is a high risk for both men and women for other STIs. Unprotected anal penetration is a high-risk behaviour for both partners, but is riskier for the person receiving than the person performing this kind of activity. Practising anal penetration, even with a condom, has other health risks. These include tearing of the tissue inside the anus which can lead to infection and weakening of the sphincter muscle around the anus which is used to hold in faeces. Semen near the anus can also lead to pregnancy.*

**Engaging in group sex** – *Engaging in sexual intercourse with more than one partner, especially at the same time, increases the risk of contracting HIV and other STIs. Using a condom may protect a male partner from HIV (but not some STIs) however if the same condom is used on all female partners, STIs can be passed from one female to another.*

**Having symptoms of STIs and not getting tested or treatment** – *Contracting an STI and not getting treatment can increase the risk of contracting other STIs due to open sores on the genital organs. Lack of treatment can also lead to infertility in some cases.*

**Having several casual sex partners** – *Having more than one sexual partner, increases the risk of contracting STIs; even if a condom is used, it cannot protect against all STIs, therefore the more partners one has, the greater the risk.*

**Engaging in sexual activities with someone you do not know** – *Engaging in sexual activities with a stranger can place both one's health as well as their safety at risk.*

**Engaging in sexual acts in exchange for money or other items**- *This is known as transactional sex and has several risks. Persons engaged in this form of activity usually cannot negotiate condom use or testing with their partner, thus making them at high risk for HIV or other STIs. Additionally, persons involved in transactional sex are at increased risk of drug use and interpersonal violence.*

# **APPROPRIATE EATING & FITNESS**



## Appropriate Eating and Fitness – Grade 8 – TERM 3

REGIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
<b>RS AEF 1:</b> Build individual capacity to make healthy eating choices throughout the life cycle and reduce the risk factors associated with the development of lifestyle diseases.	<ol style="list-style-type: none"> <li>Demonstrate knowledge of the relationship between types and uses of nutrients in food and overall health.</li> <li>Develop diets applying the multi-mix principle and using food-based dietary guidelines.</li> <li>Explain and practice food preservation and food safety principles.</li> </ol>	<ol style="list-style-type: none"> <li>Making Health Choices</li> </ol>	<ol style="list-style-type: none"> <li>Healthy Eating Habits</li> <li>Food Security</li> </ol>	<ul style="list-style-type: none"> <li>My Healthy Plate</li> <li>Tracking My Snacking</li> <li>Food Fit to Eat</li> <li>Food For All</li> </ul>
<b>RS AEF 2:</b> Demonstrate an understanding of fitness and its relationship to good health and quality of living.	<ol style="list-style-type: none"> <li>Critically analyse the complementary nature of a healthy lifestyle (i.e., eating right, daily physical exercise/fitness, sleep, school/work and leisure activities).</li> <li>Incorporate safety principles when engaged in physical fitness.</li> <li>Design and implement an age-appropriate physical fitness plan.</li> </ol>	<ol style="list-style-type: none"> <li>Good Health and Quality Living</li> </ol>	<ol style="list-style-type: none"> <li>The Healthy Body</li> </ol>	<ul style="list-style-type: none"> <li>Healthy Eating, Active Living</li> <li>Active and Safe</li> </ul>
<b>RS AEF 3:</b> Analyse the influence of socio-cultural and economic factors, as well as personal beliefs and choices related to appropriate eating and fitness.	<ol style="list-style-type: none"> <li>Analyse social, emotional, and economic influences on personal choices of food and fitness.</li> <li>Make varied choices to broaden experiences related to eating and fitness.</li> <li>Set personal eating and fitness goals for optimum health.</li> </ol>	<ol style="list-style-type: none"> <li>Factors Influencing Eating and Fitness</li> </ol>	<ol style="list-style-type: none"> <li>Influences on Eating and Fitness Habits</li> </ol>	<ul style="list-style-type: none"> <li>My Eating and Physical Choices</li> <li>Investing in My Health</li> </ul>
<b>RS AEF4:</b> Develop knowledge and skills to access age-appropriate sources of information, products, and services related to eating and fitness.	<ol style="list-style-type: none"> <li>Evaluate the validity and appropriateness of the eating and fitness resources.</li> <li>Make informed decisions regarding eating and fitness information, products, and services.</li> </ol>	<ol style="list-style-type: none"> <li>Sourcing Information</li> </ol>	<ol style="list-style-type: none"> <li>Accessing Accurate Health-related Information</li> </ol>	<ul style="list-style-type: none"> <li>Sourcing Nutritional Health and Physical Activity Information</li> </ul>

## **THEME: APPROPRIATE EATING AND FITNESS**

### **MODULE 1: MAKING HEALTHY CHOICES**

Build individual capacity to make healthy eating choices throughout the life-cycle and reduce the risk factors associated with the development of lifestyle diseases.

#### **About the Module**

Students need to understand that healthy eating and the right balance of safe, nutritious and wholesome foods are critical to optimum health throughout the life cycle and they should acquire skills to make healthy food choices and reduce the incidents of diet-related/lifestyle diseases.

#### **Key Skills**

- Coping Skills (healthy self-management, self-awareness)
- Social Skills (communication)
- Cognitive Skills (critical thinking, creative thinking, problem solving, decision making)

#### **GUIDANCE FOR THE TEACHER**

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

**LINKS TO OTHER SUBJECTS: PHYSICAL EDUCATION, HOME ECONOMICS; FOOD & NUTRITION, INTEGRATED SCIENCE**



**GRADE8****Theme: Appropriate Eating and Fitness**

Module 1:

Making Healthy Choices

Unit 1:

Healthy Eating Habits

Learning Goals:

By the end of this unit, students should be able to:

1. Understand the relationship between types of food nutrients and good health
2. Recognize the importance of assessing food types and portions to eat more healthily
3. Demonstrate the use of appropriate life skills to make healthy food choices

**Core Values:****Moral lenses – 1. Respect for self 2. Respect for others 3. Positive outlook 4. Stewardship/service****Topic 1:****My Healthy Plate****Life Skills:**

Social: Communication


Cognitive: Critical Thinking, Decision Making, Creative-thinking

Coping: Healthy Self-management, Self-awareness

**Values/Virtues:****Wisdom, Commitment, Moderation, Self-Discipline, Self-Control**

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>• Create a balanced meal plan based on the nutritional needs of individuals</li> <li>• Encourage healthy eating among their peers</li> <li>• Show willingness to commit to improving their eating habits</li> </ul>	<p><b>Note to teachers: Discuss food choices with parents and be mindful that children's food choices are largely dependent on parent's financial constraints</b></p> <p>A balanced meal consists of food from all food groups in the correct proportion. A balanced and healthy diet is not only maintained by selecting foods from each of the six food groups daily but also by ensuring that the choices within each food group are varied from day to day. This is important as different foods within the same food group contain different nutrients.</p> <p>Eating a wide range of foods from each food group will ensure that the body receives all the nutrients necessary to maintain a healthy life. It promotes good health, improves well-being, helps the body to be more resistant to illnesses and provides energy for work and other activities.</p>	Research	<p>In small groups, using the Food-based Dietary Guidelines from the Ministry of Health (<a href="http://www.fao.org/3/a-az914e.pdf">http://www.fao.org/3/a-az914e.pdf</a>) and other resources, students will research the factors that determine the nutritional needs of individuals and prepare and present a balanced meal plan for one of the following persons:</p> <ul style="list-style-type: none"> <li>• Baby</li> <li>• Preteen boy</li> <li>• Girl who has entered puberty</li> <li>• HIV positive individual</li> <li>• Pregnant woman</li> <li>• 35-year-old hypertensive male</li> <li>• Diabetic</li> <li>• Athlete</li> <li>• Overweight 15 year old</li> </ul>	Students' explanations and meal plans reflect an accurate understanding of the components of a balanced diet and the nutritional needs of individuals

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria																
<ul style="list-style-type: none"> <li>Demonstrate the ability to use appropriate social or coping skills to make healthy food choices</li> </ul>	<p>Eating healthy also helps the body to maintain proper weight, reduces the risk of some diseases and keeps the skin, hair and digestive system healthy.</p> <p>The daily serving of food groups that is recommended by the Ministry of Health is found in the table below and is determined by the amount of energy a food provides.</p> <table border="1"> <thead> <tr> <th>Food Groups</th> <th>Number of Servings</th> </tr> </thead> <tbody> <tr> <td>Staples</td> <td>14</td> </tr> <tr> <td>Legumes and Nut</td> <td>3</td> </tr> <tr> <td>Foods from Animals</td> <td>5</td> </tr> <tr> <td>Fruits</td> <td>3</td> </tr> <tr> <td>Vegetables</td> <td>3</td> </tr> <tr> <td>Fats and Oils</td> <td>6</td> </tr> <tr> <td>Sugars</td> <td>6 tsp</td> </tr> </tbody> </table> <p>While the principles of maintaining a balanced diet will apply to everyone, nutritional priorities will vary depending on age and stage of life. For instance, the nutritional needs of a baby will be different from that of an older person; similarly, a teenage girl, due to menstruation, will have different nutritional priorities than that of a teenage boy.</p> <p>Nutritional needs are also dependent on activity level, body mass, metabolism and health concerns. It is therefore important for persons to understand their nutritional priorities and take the necessary steps to ensure their bodies are supplied with the required nutrients.</p>	Food Groups	Number of Servings	Staples	14	Legumes and Nut	3	Foods from Animals	5	Fruits	3	Vegetables	3	Fats and Oils	6	Sugars	6 tsp	<p>Video Presentation/ Creative Arts</p> <p>Self-assessment/ Reflective Questioning</p>	<p>Students should explain their food selection. Teacher will provide clarification where necessary after each presentation. Note: research component should be given prior to class to facilitate enough time for presentations in class.</p> <p>Students will watch a video entitled "MyPlate, MyWins: What's Your Healthy Eating Style?" <a href="https://www.youtube.com/watch?v=j7CcaUZrUoE&amp;list=PL8wgGeK/Vh_7d4x7icBCNj99MsachAAChi&amp;index=3">https://www.youtube.com/watch?v=j7CcaUZrUoE&amp;list=PL8wgGeK/Vh_7d4x7icBCNj99MsachAAChi&amp;index=3</a>. Students can also review the Food-based Dietary Guidelines or brochures from the Ministry of Health on healthy eating. In small groups, they will then discuss the messages in the video/ brochures and prepare a recipe book to promote healthy eating among their peers. The book should include healthy alternatives to foods high in fats; salts and processed foods; and sugary foods and drinks. Students will also stage a 'Healthy Meals Day' at school, where they will select one item from the recipe book to prepare and present to peers to encourage healthy eating.</p> <p>Students will assess their meal choices/ options and portions for a week and compare them to the recommended guidelines outlined in the Food-based Dietary Guidelines. Students will reflect on the following questions: How do I feel about my eating habits? What changes to my diet will I commit to making to eat healthier? What will I do to maintain healthy eating habits?</p> <p>Teacher will provide feedback and guidance as necessary. They will create a portfolio to document their journey to eating healthy.</p>	<p>Recipe books encourage healthy eating</p> <p>Suggested recipes in the recipe book are healthy and provide appropriate alternatives to foods high in fat, oils, salts, processed foods and sugary foods and drinks</p> <p>Self-assessment and responses to reflective questions indicate self-awareness in identifying their feelings about their eating habits, ways in which they can improve and a willingness to do so</p>
Food Groups	Number of Servings																			
Staples	14																			
Legumes and Nut	3																			
Foods from Animals	5																			
Fruits	3																			
Vegetables	3																			
Fats and Oils	6																			
Sugars	6 tsp																			

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	 <p><b>Tips for Teen Girls/Boys:</b></p> <ul style="list-style-type: none"> <li>• Limit intake of foods high in fats and sugars as these increase body fat</li> <li>• Choose foods rich in calcium, phosphorous and Vitamin D. These include low-fat milk, cheeses and yoghurt, broccoli, salmon, peas and beans</li> <li>• Drink plain water instead of sugary drinks and sodas</li> <li>• Eat foods rich in iron such as meat, peas and beans and dark green leafy vegetables and include fruits such as oranges and cherries to support the body's efforts to use iron (girls)</li> <li>• Brighten your plate with a variety of vegetables</li> <li>• Choose healthier preparation methods such as baking, grilling, steaming or roasting</li> </ul>	Portfolio	Based on their assessment of their eating practices, students will develop and implement a plan to make healthy food choices. They will use the Food-based Dietary Guidelines to create a checklist to guide the process and track their progress over a month. Students will use their portfolios to document their journey.	Portfolio reflects effective use of healthy self-management or decision making skill and appropriate value/virtue eg. self-control or self-discipline



Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria						
<ul style="list-style-type: none"> <li>Demonstrate healthy self-management skill to select healthier snack options.</li> </ul>	<p>Healthy snacking can help to provide the body with essential nutrients and maintain the appropriate body weight.</p> <p>A healthy snack:</p> <ul style="list-style-type: none"> <li>contains as many food groups as possible</li> <li>is not too high in calories</li> <li>contains little to no excess calories from added sugars</li> <li>contains little to no excess calories from saturated and trans-fat, and is low in sodium</li> </ul> <p>Try to choose a variety of snacks over a week from each of the food groups below:</p> <table border="1" data-bbox="348 678 942 1073"> <tbody> <tr> <td data-bbox="348 678 573 810">Fruits</td> <td data-bbox="579 678 942 810">Naseberry, cherry, mango, orange, ripe banana, star apple.</td> </tr> <tr> <td data-bbox="348 810 573 972">Vegetables</td> <td data-bbox="579 810 942 972">Carrot, pumpkin, string bean, okra, callaloo, cabbage, lettuce, tomato, broccoli</td> </tr> <tr> <td data-bbox="348 972 573 1073">Legumes and nuts</td> <td data-bbox="579 972 942 1073">Peas, beans, nuts and seeds.</td> </tr> </tbody> </table> <p>Snacks high in sodium (salt), fats and sugars should be consumed in limited quantities. These include sausages, bacon, ham, salted peanuts and canned foods; pastries, fried foods, chips; sugar, honey, syrup, jam, sodas, ice cream, cakes and other sweet snacks.</p>	Fruits	Naseberry, cherry, mango, orange, ripe banana, star apple.	Vegetables	Carrot, pumpkin, string bean, okra, callaloo, cabbage, lettuce, tomato, broccoli	Legumes and nuts	Peas, beans, nuts and seeds.	<p>Project</p> <p>Personal action/ Journaling</p>	<p>their portfolios. Students should discuss the healthfulness of each snack, comparing total calories, saturated and trans-fat and sodium content. Each snack should be categorized as healthy or unhealthy. They will present their findings and recommendations to the class.</p> <p>Students will launch a “Track What You Snack!” campaign. The campaign should encourage healthy eating habits, promote healthy snacks and the importance of monitoring total calorie and nutrient intake. As a class, students will brainstorm promotional activities for the campaign. In small groups, they will choose the form of media and the type of materials they will develop and implement the agreed activities. Peer evaluation will be used to assess the effectiveness of the campaign.</p> <p>Students will assess their “snacking habits” by researching the food groups, total calories, saturated and trans fats, added sugars and sodium content of their favourite snacks. The information should be recorded in their portfolios previously created to document their journey to improve their eating habits. They will then reflect using the following questions:</p> <ul style="list-style-type: none"> <li>Why is it important for me to make healthy snack choices?</li> <li>What behaviours help or hinder my ability to snack healthily?</li> <li>What will prevent me from making healthy snack choices?</li> <li>What are the consequences to my health if I continue to eat unhealthy snacks?</li> <li>Why do I eat unhealthy snacks?</li> <li>How can I overcome these barriers?</li> <li>How committed am I to eating healthily?</li> <li>What will I do to eat healthier snacks?</li> </ul>	<p>Campaign reflects creativity, effective use of the steps in advocacy skill and encourages appropriate value/virtue e.g. self-discipline or sacrifice to eat healthily</p> <p>Portfolios reflect mastery in healthy self-management skill and appropriate value/virtue e.g. commitment or moderation</p>
Fruits	Naseberry, cherry, mango, orange, ripe banana, star apple.									
Vegetables	Carrot, pumpkin, string bean, okra, callaloo, cabbage, lettuce, tomato, broccoli									
Legumes and nuts	Peas, beans, nuts and seeds.									

**GRADE 8****Theme: Appropriate Eating and Fitness**

Module 1: Making Healthy Choices

Unit 2: Food Security

Learning Goals: By the end of this unit, students should be able to:

1. Understand the relationship between food security and food safety
2. Appreciate the importance of ensuring the availability of food that is fit to eat for everyone
3. Apply life skills to address issues related to food safety and food security

**Core Values:** Moral lenses – 1. Respect for self 2. Respect for others 3. Positive outlook 4. Stewardship/service**Topic 1: Food Fit to Eat****Life Skills:** Social: Communication, Assertiveness, Advocacy

Cognitive: Decision Making, Problem solving, Creative Thinking

Coping: Healthy self-management

**Values/Virtues: Decency, Cleanliness, Responsibility, Respect**

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>• Illustrate the effects of improper food safety practices</li> <li>• Practise safety precautions and preservation principles when handling food</li> <li>• Promote proper food safety guidelines when travelling with food</li> <li>• Demonstrate the ability to use cognitive or social skills to address observations of improper food safety practices.</li> </ul>	<p>Food safety refers to the handling, preparation, and storage of foods using practices that reduce or prevent individuals from getting sick as a result of food-borne illnesses. Access to safe food and ensuring food is free from contamination is everyone's responsibility and is important to maintaining good health.</p> <p>Eating food that is unfit for consumption can result in food-borne illnesses, often referred to as food poisoning. Common food-related illnesses are caused by consuming food contaminated with harmful germs or chemicals or consuming foods in which bacterial or fungal growth has resulted in the release of toxins into the food. Food-borne illnesses can easily be avoided if proper handwashing procedures and food safety practices are observed.</p> <p>It is important to always keep hands and food preparation areas clean; free from pests that are attracted to exposed food. All food and water, therefore, need to be properly stored at all times.</p>	<p>Research</p> <p>Checklist/Project</p>	<p>Before class, students will be given a list of foods and drinks. They will select one item to investigate what happens to the food or drink if it is not being properly handled, cooked or stored. They will allow enough time for the food/drink to spoil and bring the spoiled item to class for display. They will explain the cause and effect of improperly handling the food/drink. In their presentation, students will also outline the food safety guidelines which should have been observed to prevent contamination.</p> <p>Students will create a checklist for assessing the use of proper food safety guidelines. Using the checklist, parents/guardians will assess each student while they prepare food or drink items for a student-led fundraiser at school. The students will also be assessed by the teacher as they handle the food at the fundraiser. Students will reflect on their practices; teacher will provide feedback as necessary.</p>	<p>Presentations indicate a clear and accurate understanding of the effects of improper food safety practices</p> <p>Safety precautions in the checklist are utilized when handling food</p> <p>Appropriate value/virtue eg. cleanliness displayed</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>Foods must be prepared and handled in ways that prevent contamination by micro-organisms and foreign particles including other foods.</p> <p>The following steps should be taken to avoid contamination:</p> <ul style="list-style-type: none"> <li>• Avoid handling foods when sick</li> <li>• Separate cooked from uncooked foods and foods to be eaten raw</li> <li>• Use clean equipment and clothing when handling food</li> <li>• Wash fruits and vegetables thoroughly</li> </ul> <p>Foods must also be cooked and preserved at the appropriate temperatures to avoid the risk of foodborne illnesses.</p> <p>Common methods of food preservation include canning, salt curing, freezing and drying.</p> <p>Some raw meat, seafood and poultry must be cooked completely. Proper cooking of food, especially meats, prevents illnesses caused by Salmonella, E-coli and tapeworms (beef and pork).</p> <p>Food must also be stored at the appropriate temperatures. Hot foods must be kept hot and cold food cold.</p>	<p>ICT/Creative Arts</p> <p>Field Trip/ Creative Writing</p>	<p>Reflective Questions: How do I feel about my food safety practices? What can I do to improve in this area?</p> <p>Students will use the internet to research proper food safety guidelines when travelling with food. They will create a vox pop by conducting interviews with students, teachers, family members and others about their knowledge of safety practices when travelling with food. Based on the responses, they will develop a fact sheet or a 'Frequently Asked Questions' brochure to educate people about the correct procedures.</p> <p>Students will visit the school cafeteria, tuck shop or local restaurant where cooked meals and snacks are sold. They will observe and record the food safety practices observed in the establishment. In groups, students will compile a report with their observations and propose strategies to address the use of improper food safety practices that may have been observed. They will write a letter to the owner of the establishment and include their report with their recommendations or commendations to the staff on their efforts to ensure food safety in the interest of their customers.</p>	<p>Vox pop illustrates proficiency in communication skill</p> <p>Fact-sheet or brochure illustrates the effective use of advocacy skill, contains accurate information, reflects creativity and promotes appropriate value/virtue e.g. cleanliness</p> <p>Letter reflects appropriate strategies, effective use of problem solving or critical thinking skill and appropriate value/virtue e.g. respect or responsibility to address observations of improper food safety practices</p>

**GRADE 8**

**Theme: Appropriate Eating and Fitness**

**Topic 2:**

**Food For All**

**Life Skills:**

Social: Communication, Assertiveness  
 Cognitive: Critical Thinking, Decision Making, Refusal, Problem solving  
 Coping: Healthy Self-management

**Values/Virtues:**

**Wisdom, commitment, self-control, self-regulation, moderation, self-discipline**

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>Explore the relationships between food security and nutritional health</li> <li>Investigate the cause and effect of food insecurity</li> <li>Justify the need for improving the availability of quality food and water</li> <li>Demonstrate cognitive skills to improve food security in their community</li> </ul>	<p>To improve the nutritional health and well-being of the community, adequate food must be available for all to access. This means there must be access to good quality and safe food for persons to produce or purchase. These foods should always be available and accessible in sufficient quantities to feed the entire community. <b>This is referred to as food security.</b></p> <p>Without the availability and accessibility of food from all the food groups, it will be difficult to maintain the balanced diet necessary to maintain good health. This will result in deficiencies in the body of important nutrients, eventually leading to ill health and disease.</p> <p>Food security is a fundamental human right, yet millions of people all over the world go without food every day. Without food security, not only will the health of the population be affected, but countries will also continue to experience poverty, as economic growth is only sustainable if countries have food security.</p>	<p>Concept Mapping/ Discussion</p> <p>Research/ Presentation</p>	<p>In small groups, students will brainstorm the meaning and characteristics of the term ‘food security’. Groups will produce a concept map illustrating the linkages between food security and good nutritional health. They will present and explain to the class. Teacher will provide clarification where necessary.</p> <p>In groups, students will investigate the causes and effects of food insecurity worldwide, related challenges in addressing food shortages and highlight strategies that can be implemented at an international, country and individual level to address the problem of food insecurity. Groups will prepare their presentations using ICT.</p>	<p>Concept map and explanation clearly and accurately illustrate the connection between concepts</p> <p>Presentation demonstrates proficiency in communication skill</p> <p>Presentations illustrate a clear and accurate understanding of the causes and effects of food insecurity and strategies to improve food security</p> <p>Proficiency in communication skill observed during the presentation</p>







## **THEME: APPROPRIATE EATING AND FITNESS**

### **MODULE 2: GOOD HEALTH AND QUALITY LIVING**

Demonstrate an understanding of fitness and its relationship to good health and quality of living.

#### **About the Module**

Students will develop skills that will help them to make choices in favour of sound fitness habits and age-appropriate physical activity, which promote good health. Students need to assess barriers relating to fitness and develop the skills to conduct physical fitness self-assessments.

#### **Key Skills**

- Coping Skills (healthy self-management, self-awareness, self-monitoring)
- Social Skills (communication, interpersonal relations, assertiveness)
- Cognitive Skills (critical thinking, creative thinking, decision making)

#### **GUIDANCE FOR THE TEACHER**

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

**LINKS TO OTHER SUBJECTS: PHYSICAL EDUCATION, HOME ECONOMICS: FOOD & NUTRITION, INTEGRATED SCIENCE**

**GRADE 8**      **Theme: Appropriate Eating and Fitness**

Module 2:      Good Health and Quality Living

Unit 1:        The Healthy Body

Learning Goals:      By the end of this unit, students should be able to:

1. Understand the importance of physical activity to a healthy lifestyle
2. Recognize how to incorporate safety principles when engaging in exercises
3. Apply appropriate life skills to improve physical activity

**Core Values:**      **Moral lenses – 1. Respect for self 2. Respect for others 3. Positive outlook  
4. Stewardship/service**

**Topic 1:**        **Healthy Eating, Active Living**

**Life Skills:**      Social: Communication  
Cognitive: Decision Making  
Coping: Healthy Self-management, Self-awareness

**Values/Virtues:**      **Moderation, Commitment, Self-Discipline, Self-regulation**

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>• Examine the components of a healthy lifestyle</li> <li>• Assess personal current health status</li> <li>• Commit to improving their physical activity</li> <li>• Demonstrate the ability to use cognitive, or coping skills to maintain a healthy lifestyle</li> </ul>	<p>A healthy lifestyle requires balancing all aspects of life. This means maintaining a balanced diet, engaging in physical activity, getting enough sleep and balancing the demands of school/work. Neglecting any of these aspects can result in increased stress levels, poor health and the inability to cope with everyday demands of being an adult or an adolescent.</p> <p>A balanced diet is essential to feeding the brain with the right nutrients, such as protein, dietary fats, vitamins and minerals. Physical activity is any movement that the skeletal muscles produce that results in the expenditure of energy. Exercise is the activity of exerting muscles in various ways to keep fit. Physical activity and exercise are necessary to keep the body healthy and protect it against lifestyle diseases.</p>	<p>Discussion</p> <p>Self-assessment/ Pair-share</p>	<p>Students will be divided into groups to discuss the four major components of a healthy lifestyle: balanced diet, physical activity, sleep and leisure/relaxation. Groups will explain each component and justify its importance. Teacher will provide feedback and clarification where necessary.</p> <p><b>Note: This activity should be done prior to class.</b></p> <p>One week before class, students will assess their habits in relation to all the components of a healthy lifestyle. Teacher will provide a handout on which they will record the type and portions (serving size) of foods they eat and drink, their physical activity habits, number of hours of sleep each night and leisure/relaxation activities.</p> <p>In pairs, students will review their self-assessments by comparing their results with the appropriate guidelines as set by the Ministry of Health and other relevant agencies. They will answer the following</p>	<p>Students' responses indicate a clear and accurate understanding of the components of a healthy lifestyle</p> <p>Completed handout of self-assessment reflects students' self-awareness in identifying their strengths and areas for improvement and appropriate value/virtue e.g. self-discipline or moderation</p>



Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>Approximately six to eight hours of sleep is needed each night for the body to function efficiently by replenishing energy levels and increasing the strength of the immune system.</p> <p>There is no guideline as to how much relaxation one should incorporate in their life, however, making time to unwind and enjoy life undoubtedly contributes to good health. Relaxation can help to relieve stress and anxiety, decrease blood pressure and improve cardiovascular functioning. Leisure activities that are fun and relaxing contribute to laughter and improved mood. This helps to decrease pain and to promote muscle relaxation, improved ability to focus and good heart health.</p> <p>Achieving a healthy lifestyle, therefore, requires investment in all four components.</p>			

**GRADE 8**

**Theme: Appropriate Eating and Fitness**

**Topic 2:**

**Active and Safe**

**Life Skills:**

Social: Communication, Advocacy  
 Cognitive: Decision Making  
 Coping: Self-awareness. Healthy self-management

**Values/Virtues:**

**Cleanliness, Decency, Consideration, Respect**

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>Describe strategies to prevent unhygienic conditions associated with exercise and physical activity</li> <li>Demonstrate good hygiene during physical activity and exercise</li> <li>Observe safety principles during physical activities</li> <li>Demonstrate social skills to promote hygiene and safety principles of physical activity and exercise among peers</li> </ul>	<p>Exercise causes sweating and an increase in body temperature, thus facilitating the growth of some microorganisms that thrive in warm, moist conditions. These include bacteria and fungi that cause body odour, athlete's foot, jock itch, yeast infections, etc.</p> <p>Preventing these outcomes requires practising proper hygiene. This includes:</p> <ul style="list-style-type: none"> <li>Washing exercise clothes properly, possibly with a little disinfectant</li> <li>Wearing clean clothes, including socks, for each workout</li> <li>Washing hair frequently and showering as soon as possible after exercise</li> <li>Drying armpits, groin and between toes well after showering and using absorbent powder if needed</li> <li>Using anti-fungal powder in sneakers and between toes</li> <li>Using deodorant</li> <li>Using your own towels</li> <li>Washing sneakers, bandages and other gear and sun-drying them</li> <li>Refrain from sharing personal items</li> </ul>	<p>Discussion</p> <p>Self-assessment/Portfolio</p>	<p>Students will discuss unpleasant and unhygienic consequences of exercise that they experience directly, as a result of their exercising, or indirectly by being around others who are exercising. They will discuss how they feel about this issue and outline strategies to reduce/prevent unhygienic conditions during exercise and physical activity. Teacher will provide clarification where necessary.</p> <p>Students will create a checklist of proper hygiene practices during physical activity and exercise. They will use the checklist to monitor and record their hygiene practices during physical activities and exercise. They will include the completed checklist in their journals and reflect on the following questions:</p> <ol style="list-style-type: none"> <li>How can I practise cleanliness while exercising or during physical activity?</li> <li>What changes do I need to make to maintain proper hygiene during physical activities and exercise?</li> </ol>	<p>Students' responses indicate an accurate understanding of proper hygiene practices during physical activity and exercise</p> <p>Checklist in portfolio indicates students' ability to practice good hygiene practices by displaying appropriate value/virtue e.g. cleanliness or decency</p>





## **THEME: APPROPRIATE EATING AND FITNESS**

### **MODULE 3: FACTORS INFLUENCING EATING AND FITNESS**

Analyse the influence of socio-cultural and economic factors, as well as personal beliefs and choices related to appropriate eating and fitness

#### **About the Module**

Students need to critically examine how their eating and exercise behaviours are influenced by family culture as well as social, economic and religious factors and the media. They need to learn how to make healthy choices and display habits which lead to a healthy active lifestyle.

#### **Key Skills**

- Coping Skills (healthy self-management, self-awareness)
- Social Skills (communication, interpersonal relations, assertiveness, negotiation)
- Cognitive Skills (critical thinking, creative thinking, problem solving, decision making)

#### **GUIDANCE FOR THE TEACHER**

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.



Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>Students' responses indicate ability to distinguish between positive and negative choices, justify their answers and propose at least three strategies to overcome barriers</p>	<ul style="list-style-type: none"> <li>• Advertisements: billboards, newspapers, magazines, television and radio messages promote foods with colour, music, large pictures and "special offers".</li> <li>• Economic: Availability and affordability of foods. The kinds of food available and affordable to you are usually the foods you eat.</li> <li>• Religion: Food patterns are influenced by religious beliefs. What foods people can eat or cannot eat has been dictated by their religious beliefs. For example, Muslims do not eat pork because Islam forbids them to eat it.</li> <li>• Culture: Cultural influences can lead to changes in habits of consumption of different foods and how meals are prepared.</li> <li>• Health status: Diet can be restricted based on the health conditions of individuals.</li> </ul>	<p>Presentation</p>	<p>Students will develop a plan to implement the strategies proposed to overcome negative influences on their eating and fitness habits. They will identify a partner to support their efforts and together, they will share their progress and experiences with the class.</p>	<p>Presentation reflects effective use of healthy self-management skill and appropriate value/virtue e.g. perseverance or determination</p>



Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>Obesity has many causes; these include environmental, genetic, cultural, psychological and behavioural factors. However, key factors that contribute to obesity are:</p> <ul style="list-style-type: none"> <li>• lack of exercise</li> <li>• high-calorie intake</li> <li>• big portion sizes</li> <li>• consuming too much sugar</li> <li>• sedentary lifestyle</li> <li>• a diet high in fat and greasy foods</li> </ul> <p>Diabetes – a condition that affects how the body uses energy from sugar or glucose, starch and other foods. The body of a person with diabetes is unable to produce enough insulin to aid in the metabolism of food or the insulin produced is not used by the body.</p> <p>Type 1 – Symptoms often begin in childhood or young adult years  Type 2 – - develops slowly and usually presents after age 40, however, it has become more prevalent in children and teens.</p> <p>Risk Factors for Type 2 Diabetes</p> <ul style="list-style-type: none"> <li>• Being over age 40</li> <li>• Having a family member with diabetes</li> <li>• Being overweight or obese</li> <li>• Being physically inactive</li> <li>• Having low HDL (good cholesterol or high triglycerides (blood fat)</li> </ul> <p>High Blood Pressure – otherwise known as hypertension or silent killer.</p>	<p>Project</p>	<p>Ministry of Health, which will conduct health screening and educational sessions. Students will also organize a healthy eating and fitness event at their school. They will plan healthy meals to serve students and staff and encourage their participation in fitness activities. Resource persons can be engaged to support this event.</p> <p>Students will develop an action plan outlining the steps they can take to improve the nutritional value of meals and snacks offered at their home or school as well as greater involvement in physical activities. Students will write a letter to the administration or their parents expressing their concerns and proposing options to address the identified issues. Reflective questions:  What can I do at school and at home to support healthy eating and active living?  How can we as students take responsibility for our health?</p>	<p>Letters reflect effective use of advocacy skill and appropriate value/virtue e.g. moderation or self-control</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>Risk factors of hypertension</p> <ul style="list-style-type: none"> <li>• Family history of high blood pressure</li> <li>• Overweight</li> <li>• Diabetes</li> <li>• Heavy alcohol use</li> <li>• Smoking</li> <li>• Diet high in sodium/salt and fats</li> </ul> <p>Heart Disease – heart problems related to the heart and blood vessels, including, high blood pressure, heart attack and stroke.</p> <p>The higher the cholesterol, the greater the risk of developing heart disease and heart attacks.</p>			

## **THEME: APPROPRIATE EATING AND FITNESS**

### **MODULE 4: SOURCING INFORMATION**

Develop knowledge and skills to access age-appropriate sources of information, products and services related to appropriate eating and fitness.

#### **About the Module**

Students should be capable of identifying and accessing age-appropriate information, products and services relating to eating and fitness from reliable sources. Students should be encouraged to critically assess information, products and services relating to eating and fitness for the attainment and maintenance of good health throughout the life cycle.

#### **Key Skills**

- Coping Skills (healthy self-management)
- Social Skills (communication, interpersonal relations)
- Cognitive Skills (critical thinking, creative thinking, problem solving, decision making)

#### **GUIDANCE FOR THE TEACHER**

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

#### **LINKS TO OTHER SUBJECTS: PHYSICAL EDUCATION, HOME ECONOMICS: FOOD & NUTRITION**

**GRADE 8****Theme: Appropriate Eating and Fitness**

Module 4:

Sourcing Information

Unit 1:

Assessing Accurate Health-related Information

Learning Goals:

By the end of this unit, students should be able to:

1. Demonstrate knowledge about sourcing nutrition and information on physical activity
2. Appreciate the need to assess health-related information
3. Apply appropriate life skills to assess health-related information

**Core Values:**

**Moral lenses – 1. Respect for self 2. Respect for others 3. Positive outlook  
4. Stewardship/service**

**Topic 1:****Sourcing Nutritional Health and Physical Activity Information****Life Skills:**

Social: Communication


Cognitive: Critical Thinking, Decision Making

Coping: Healthy Self-management

**Values/Virtues:****Self-discipline, Sacrifice, Wisdom, Self-control, Willingness**

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>• Investigate sources of information on nutrition and fitness</li> <li>• Challenge the validity and reliability of sources</li> <li>• Demonstrate the ability to use cognitive skills to assess nutritional information to</li> </ul>	<p>Young people need accurate information to make appropriate eating and fitness choices that reduce the risk of lifestyle-related diseases. They need to be able to analyse the sources from which they gather information and determine what is factual -- scientific, relevant and accurate.</p> <p>Sources of nutrition-related information:</p> <ul style="list-style-type: none"> <li>• Food labels &amp; Food Diaries</li> <li>• Textbooks</li> <li>• School Nurse</li> <li>• PE/Home Economics/Science Teachers</li> <li>• Dieticians/Nutritionists</li> <li>• Medical Practitioner</li> <li>• Credible websites</li> <li>• Ministry of Health and related agencies</li> </ul>	<p>Research/ Discussion</p> <p>Stimulus Activity</p>	<p>In groups, students will research at least two sources and agencies that can provide accurate facts on nutritional health and physical activity. They will compile and present their findings to the class.</p> <p>In groups, students will critically assess an advertisement that makes a claim about a product that is related to nutrition, fitness or exercise. They will present their assessment to the class. Teacher will provide feedback as necessary.</p>	<p>Reports reflect accurate information on sources and agencies that provide reliable and valid information on nutrition and fitness</p> <p>Arguments presented are sound, reasonable and accurate</p>



Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>make informed decisions</p>	<ul style="list-style-type: none"> <li>• Caribbean Public Health Agency</li> <li>• Pan American Health Organization Rural Agricultural Development</li> <li>• Authority</li> <li>• World Health Organization</li> <li>• Diabetes Association</li> <li>• Heart Foundation</li> <li>• Cancer Society</li> </ul> <p>The nutrition facts panel on the product also provides information to support appropriate eating</p> 	<p>Simulation</p>	<p>Students will bring a variety of processed foods and drinks to the class which will be placed on display as in a supermarket. Students will be labelled with different lifestyle diseases and will individually 'shop' for the most nutritious products based on their health issue. They will record their 'purchases' on a sheet of paper for feedback and discussion. The student who 'purchased' the healthiest and most appropriate foods and drinks will be given a prize.</p>	<p>'Purchases' reflect the effective use of decision making skill to select products that are healthy and appropriate for the health status of the individual</p> <p>'Purchases' demonstrate a display of appropriate value/virtue eg. self-discipline or sacrifice</p>

# **MANAGING THE ENVIRONMENT**



## Managing the Environment – Grade 8 – TERM 3

REGIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
<b>RS ME 1:</b> Demonstrate an understanding of the inter-relationships of a sustainable natural environment.	<ol style="list-style-type: none"> <li>Analyze the interaction of basic environmental systems and implications for environmental risks.</li> <li>Critically analyze community policy and actions as these relate to a sustainable environment.</li> <li>Value the importance of a sustainable environment.</li> </ol>	<ol style="list-style-type: none"> <li>Maintaining My Environment</li> </ol>	<ol style="list-style-type: none"> <li>Preserving Jamaica's Natural Environment</li> </ol>	<ul style="list-style-type: none"> <li>Jamaica's Treasure Trove of Biodiversity</li> <li>Caring for Our Beauty</li> </ul>
<b>RS ME 2:</b> Demonstrate an understanding of the environmental threats to the health and well-being of students, families, schools, and communities.	<ol style="list-style-type: none"> <li>Analyse the key factors in priority environmental health issues in the school and community setting (e.g., malaria risk increased in the school/community by an infestation of the carrying mosquito in a mangrove swamp).</li> <li>Appreciate the importance of individuals, schools, communities, and the nation to advocate for a healthy environment.</li> </ol>	<ol style="list-style-type: none"> <li>Environmental Threats</li> </ol>	<ol style="list-style-type: none"> <li>Reducing Environmental Threats</li> </ol>	<ul style="list-style-type: none"> <li>Disposing of My Waste</li> <li>Going Green</li> </ul>
<b>RS ME 3:</b> Analyse the relationship between a sustainable and healthy environment and the social and economic well-being of students, schools, families, and communities.	<ol style="list-style-type: none"> <li>Critically analyse how the quality of the environment can impact personal, social, and economic well-being in schools, communities, and the nation.</li> <li>Appreciate the relationship between a healthy, sustainable environment and well-being.</li> </ol>	<ol style="list-style-type: none"> <li>Health and Wealth</li> </ol>	<ol style="list-style-type: none"> <li>The Environment and My Health</li> </ol>	<ul style="list-style-type: none"> <li>Am I a Polluter?</li> <li>Bug Off!</li> </ul>
<b>RS ME4:</b> Demonstrate scientifically sound and affordable strategies for the creation of healthy and sustainable environments and the reduction of environmental health threats in the home, school, community and region.	<ol style="list-style-type: none"> <li>Critically assess options for maintaining a healthy and sustainable environment and reducing environmental health risks.</li> <li>Implement an age-appropriate plan to reduce environmental health threats in the school or community.</li> <li>Appreciate efforts made by public sector agencies in reducing environmental health threats.</li> </ol>	<ol style="list-style-type: none"> <li>Sustaining the Environment</li> </ol>	<ol style="list-style-type: none"> <li>Minimizing Environmental Risks</li> <li>Conserving our Natural Resources</li> </ol>	<ul style="list-style-type: none"> <li>Planet Protector</li> <li>Saving Our Beaches</li> <li>Environmental Conservationist</li> </ul>

REGIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
<b>RS ME 5:</b> Develop knowledge and skills to access age-appropriate sources of information, products, and services related to managing the environment.	<ol style="list-style-type: none"> <li>1. Evaluate and validate the appropriateness of resources for managing the environment.</li> <li>2. Make informed decisions regarding environmental information, products, and services.</li> </ol>	<ol style="list-style-type: none"> <li>5. Sources of Information</li> </ol>	<ol style="list-style-type: none"> <li>1. Environmental Protection Laws and Agencies</li> </ol>	<ul style="list-style-type: none"> <li>• The Environment Needs Laws Too</li> </ul>

## **THEME: MANAGING THE ENVIRONMENT**

### **MODULE 1: MAINTAINING MY ENVIRONMENT**

Demonstrate an understanding of the inter-relationships of a sustainable natural environment.

#### **About the Module**

It is important for students to develop a basic understanding of the features and operations of natural environmental systems and the threats to their sustainability.

#### **Key Skills**

- Coping Skills (self-monitoring, healthy self-management)
- Social Skills (communication, collective action)
- Cognitive Skills (critical thinking, creative thinking, problem solving, decision making)

#### **GUIDANCE FOR THE TEACHER**

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

#### **LINKS TO OTHER SUBJECTS: RELIGIOUS EDUCATION, SOCIAL STUDIES, CIVICS**

**GRADE 8****Theme: Managing the Environment**

Module 1:

Maintaining My Environment

Unit 1:

Preserving Jamaica's Natural Environment

Learning Goals:

By the end of the unit students should be able to:

1. Demonstrate an understanding of the importance of caring for our natural resources
2. Recognize the value of preserving Jamaica's ecosystems
3. Demonstrate appropriate life skills to support the protection of natural resources

**Core Values:**

**Moral lenses – 1. Respect for self 2. Respect for others 3. Positive outlook  
4. Stewardship/service**

**Topic 1:****Jamaica's Treasure Trove of Biodiversity****Life Skills:**

Social: Communication

Cognitive: Critical Thinking, Problem solving, Creative Thinking

Coping: Healthy self-management

**Values/Virtues:****Appreciation, Concern, Cooperation, Prudence**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>• Explore the link between ecosystems and biodiversity</li> <li>• Explain how threats to Jamaica's biodiversity impact its ecosystem</li> <li>• Defend the importance of protecting Jamaica's ecosystems</li> <li>• Advocate for the preservation of Jamaica's biodiversity</li> </ul>	<p>Biological diversity, or biodiversity, refers to the variety of plants, animals and micro-organisms. It enables our ecosystems to provide all our food, medicines and other materials and ensures clean air, water and good soil.</p> <p>An ecosystem refers to the interaction of living and non-living things in their environment. More specifically, it is the interaction of the community of plants and animals in a specific area, with the non-living environment, such as the atmosphere, weather, climate, sun and soil.</p> <p>Jamaica's diversity of species is remarkable; in fact, Jamaica has the highest number of endemic species of birds and plants of any island in the Caribbean.</p> <p>Jamaica's biodiversity impacts the social and economic well-being of the country;</p>	<p>Brainstorming/ Video Presentation/ Discussion</p> <p>Research/ Resource Person/ Presentation</p>	<p>In groups, students will brainstorm the terms biodiversity and ecosystem and explain their relationship. They will share their definitions and watch the following video for clarification: <a href="https://www.youtube.com/watch?v=aqtdalkxnQo">https://www.youtube.com/watch?v=aqtdalkxnQo</a>. Students will revise their definitions as necessary. Teacher will facilitate discussion and provide clarification.</p> <p>Students will conduct research or observe a presentation by a resource person from the National Environment and Planning Agency (NEPA). They will discuss and report on Jamaica's rich biodiversity and the threats that pose a risk to the diversity of plants and animal species in Jamaica's marine, terrestrial and estuarine ecosystems, including endemic and non-endemic species. Presentations will include the major threats to each ecosystem and how they impact the environment or groups can report on threats to different ecosystems.</p>	<p>Students' responses in discussion indicate a clear and accurate understanding of the link between concepts</p> <p>Presentation reflects an accurate explanation of concepts and effective use of the steps to being an effective speaker in communication skill</p>







Objectives	Points to Notes/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Jamaica's forests are rich in biodiversity; they are the main areas where endemic species of plants are found. Forests are also homes for many animals whose existence is threatened.</p> <p>Water, like air, is one of the most critical resources to mankind. Groundwater sources provide more than 80% of Jamaica's water. Rivers are important as they provide fresh water, serve as homes to fisheries and wildlife, for transportation and irrigation purposes and of course for recreational purposes.</p> <p>Jamaica's wetlands – an area covered by water or one that has water-saturated soil – include mangroves, marshes and swamps. They are important natural resources as they provide water-storage basins that minimize the impact of flooding and storm damage, erosion of shorelines and improved water quality as they filter pollutants.</p>	Case scenarios	Students will be placed in groups to review case scenarios of various threats to natural resources in Jamaica. They will review each case, analyse the issue and pose solutions to address the problems identified. Teacher and/or resource person will provide feedback. Examples of real cases can be obtained from NEPA directly or retrieved from <a href="http://nepa.gov.jm.209-99-16-20.ddmd-plesk-web1.webhostbox.net/new/media_centre/news/articles/SoE_Jamaica_2013.pdf">http://nepa.gov.jm.209-99-16-20.ddmd-plesk-web1.webhostbox.net/new/media_centre/news/articles/SoE_Jamaica_2013.pdf</a> .	Students' responses to case scenarios demonstrate proficiency in problem solving, critical thinking or creative thinking skill and appropriate value/virtue eg. citizenship or resourcefulness

## **THEME: MANAGING THE ENVIRONMENT**

### **MODULE 2: ENVIRONMENTAL THREATS**

Demonstrate an understanding of the environmental threats to the health and well-being of students, families, schools and communities.

#### **About the Module**

Students need to be aware of the environmental health threats and the main factors in their causation and understand the impact on their lives.

#### **Key Skills**

- Coping Skills (self-monitoring and healthy self-management)
- Social Skills (communication, assertiveness)
- Cognitive Skills (critical thinking, problem solving, advocacy, decision making)

#### **GUIDANCE FOR THE TEACHER**

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

#### **LINKS TO OTHER SUBJECTS: RELIGIOUS EDUCATION, SOCIAL STUDIES, CIVICS**



Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> <li>Employ social skills or cognitive skills to encourage others to use proper methods of garbage disposal</li> </ul>	<p>Recyclable – glass, plastic, paper, newspaper, magazines, cardboard, metal cans, clean foil</p> <p>Hazardous (toxic) – e-waste (computers, cell phones, paint, batteries, etc.)</p> <p>Medical waste – needles</p> <p>Inorganic – plastic wrappers, paper plates and cups, Styrofoam</p> <p>Waste management is the collection, transport, processing, recycling or disposal of waste materials produced by human activity, to reduce their effect on human health or local aesthetics or amenity. Effective waste management aims to reduce the effect of waste materials on the natural environment and recover resources from waste.</p> <p>Failure to manage waste properly by mixing everything into one garbage bag will result in disease, poisoning of animals, pests, litter, pollution, less recovery of material and injury. Waste management involves a variety of methods, including the 5Rs:</p> <ul style="list-style-type: none"> <li>Refuse <ul style="list-style-type: none"> <li>Don't consume what you don't need</li> <li>Refuse one-time use of plastics (grocery bags, water bottles);</li> <li>Choose products with more sustainable packaging</li> <li>Buy products from companies with sustainable business practices</li> </ul> </li> </ul>	<p>Self-assessment</p>	<p>Jamaica. Students will then take a field trip around their school or school community to identify areas where there is improper waste disposal. Students will discuss and assess the impact of their findings. Using ICT, they will prepare a graphic organizer to share their discoveries and illustrate the possible causes and implications. Presentations should include the use of pictures or videos. With the assistance of the teacher, or through the Health Advisory Committee at school, students will also present their findings to the administration for appropriate actions to be taken.</p> <p>Students will assess their solid waste management practices in their homes using the 5Rs of waste management. As part of their assessment, they will interview persons in the home and observe their disposal methods. Students will also record their practices. They will identify what changes they can make to improve their efforts to properly dispose of waste and implement the changes. Using the 5Rs as a checklist, they will monitor and reflect on their progress. Students will share their achievements with the class. Teacher will provide feedback as necessary.</p> <p><b>Reflective Question:</b></p> <p>What can I do to show that I am willing to improve unhealthy waste disposal practices?</p>	<p>Students' responses indicate a willingness to improve practices by displaying cooperation, and effective use of the steps in healthy self-management skill to change unhealthy behaviours</p>


Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<ul style="list-style-type: none"> <li>• Reduce               <ul style="list-style-type: none"> <li>• Reduce consumption of energy and materials</li> <li>• Avoid products with multiple layers of packaging</li> <li>• Purchase products that are organic</li> <li>• Buy durable items instead of disposables</li> <li>• Practise composting</li> </ul> </li> <li>• Reuse               <ul style="list-style-type: none"> <li>• Share with others</li> <li>• Find uses for old objects eg. rubber bands, buttons, paper clips, empty food containers, water bottles, cardboard boxes and gift bags</li> </ul> </li> <li>• Repair               <ul style="list-style-type: none"> <li>• Fix and repair your objects rather than throwing them away</li> </ul> </li> <li>• Recycle               <ul style="list-style-type: none"> <li>• Remake items from recyclable materials</li> </ul> </li> </ul> <p>Organizations that collect recyclable items are:</p> <ul style="list-style-type: none"> <li>• Recycling Partners of Jamaica</li> <li>• Lasco Financial Services: plastic bottles only on behalf of Recycling Partners of Jamaica</li> <li>• 360 Recycling</li> <li>• Turtle Island Recyclers</li> <li>• Recycle Now</li> <li>• Jamaica Recyclers</li> <li>• Garbage Disposal and Sanitation Services</li> </ul>	<p>Stimulus Activity/ Presentation/ Simulation</p>	<p>Students will discuss waste management practices in school that need to be improved. They will be divided into groups to organize a series of activities to encourage the school community to take action and maintain a healthy school environment, including recommendations for the practices observed.</p> <p>They will:</p> <ul style="list-style-type: none"> <li>• organize a 'clean up' day</li> <li>• plan information sessions with students, teachers and parents</li> <li>• contact a local company for recycle bins and launch a recycling programme at school</li> <li>• class competitions to win the most cash for plastic bottles donated to Lasco Financial Services</li> <li>• reuse items to create art and craft items or school gardens</li> </ul>	<p>Activities illustrate effective use of problem-solving, critical thinking, creative thinking or communication skill and appropriate value/virtue eg. cooperation or responsibility</p>

**GRADE 8 Theme: Managing the Environment**

**Topic 2: Going Green!**

**Life Skills:** Social: Communication  
 Cognitive: Critical Thinking, Creative Thinking  
 Coping: Healthy Self-management

**Values/Virtues: Appreciation, Responsibility, Commitment, Promise-keeping**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>• Categorize types of hazardous waste in the environment</li> <li>• Differentiate between proper and improper disposal methods of hazardous waste</li> <li>• Encourage safer alternatives to hazardous products</li> <li>• Employ cognitive skills to use safer alternatives to hazardous products in the home</li> </ul>	<p>Hazardous waste includes hospital and industrial waste as they may contain toxic substances. A large number of household chemicals are considered to be hazardous waste as they can be highly toxic to plants, animals and humans. We are often exposed to these chemicals through inhalation or ingestion or absorbing them through our skin.</p> <p>Hazardous wastes are materials that may be carcinogenic, ignitable, corrosive or explosive and eventually fatal. Exposure may cause a variety of cancers, deterioration or malfunction of organs, and even death. They can also react when exposed to certain gases and this can cause serious health complications.</p> 	<p>Stimulus Activity</p>	<p>In groups, students will be given labels or pictures of household products to determine which category of hazardous waste each falls. Each group will receive a different set of products. Students will first sort products into two piles: harmful or safe. Students will share and justify their choices. Students will then classify their choices according to the criteria – Highest hazard, Moderate Hazard, Safe. All groups will share their choices, justifying their answers. Teacher will clarify where necessary, using the following:</p> <ul style="list-style-type: none"> <li>• Highest hazard pile (product must say DANGER or POISON)</li> <li>• Moderate hazard pile (product must say CAUTION or WARNING)</li> <li>• Safer pile (product does not say CAUTION, WARNING, DANGER or POISON)</li> <li>• (Adapted from <a href="file:///C:/Users/User/Downloads/SCH_CUR_PRODUCT_1.pdf">file:///C:/Users/User/Downloads/SCH_CUR_PRODUCT_1.pdf</a>)</li> </ul>	<p>Products are categorized correctly and the appropriate justification given</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Household hazardous waste refers to the unused, discarded or leftover portion of household products that contain toxic chemicals.</p> <p>These include shoe polish, old medicines and medicine bottles, paint tins and old batteries, anti-freeze, chlorine bleach, drain cleaners, herbicides, insect repellents and insecticides, kerosene, lawn chemicals, mothballs, nail polish remover, pesticides, brake fluid, preservatives, sanitisers, prescription drugs, solvents, toilet and oven cleaners, spot removers, degreasers, toners, printer ink and farm chemicals.</p> <p>Correct disposal of hazardous waste is important to prevent the spread of these chemicals in our environment – air, water and soil. Additionally, safely disposing of these chemicals will prevent or reduce the risk of sanitation workers inhaling toxic chemicals or fires/explosions from occurring.</p> <p>Household hazardous waste cannot be discarded with regular garbage; if this waste is buried, chemicals can filter through the soil and contaminate groundwater; corrosive chemicals, if poured down the drain can damage plumbing systems. Burning hazardous waste is also an improper disposal practice as this distributes the chemicals over a larger area and releases them into the air.</p> <p>Pouring hazardous liquids on the ground, another common practice, can poison the soil, plants and even water.</p>	<p>Stimulus Activity</p> <p>Game/ Letter writing</p> <p>Experiment/ Project</p>	<p>Students will be shown pictures of persons disposing of hazardous waste in various ways. For each picture, they will rate the method as ‘proper’ or ‘improper’ and justify their answer. Teacher will clarify where necessary. Pictures for this activity can be sourced at the link: (adapted from file:///C:/Users/User/Downloads/SCH_CUR_DISPOSAL_1.pdf )</p> <p>Before class, students will conduct an audit of the hazardous chemicals used at school and in their homes. Students will then play a game of ‘Toxic-Free Bingo’. For each toxic chemical stated by the teacher, each student will use their ‘Toxic-Free’ Bingo Key to identify a safer alternative on their Bingo Card, stating their answers. Resource can be accessed at file:///C:/Users/User/Downloads/SCH_CUR_BINGO_1.pdf. Using what they have learned about categories of hazardous waste, students will write a letter to the relevant departments and administration encouraging safer alternatives to the products in use. Students should outline reasons for their recommendations.</p> <p>Students will be divided into groups to conduct an experiment to mix and test safer alternatives to hazardous products. Prior to the lesson, students will research green cleaning recipes that can be used for cleaning floors, ovens, windows, drains, bathroom sinks, toilets and tubs, kitchens as well as clothes whiteners and fabric softeners. Each group will be assigned a different recipe to research and will bring the ingredients to class.</p> <p>In class, they will follow the recipes to make the product and will clean something</p>	<p>Students’ ratings and explanations indicate a clear and accurate understanding of appropriate disposal methods for hazardous waste</p> <p>Letters reflect appropriate value/virtue e.g. responsibility or appreciation and effective use of the steps in advocacy skill to recommend appropriate products as safer alternatives</p> <p>Students’ reports indicate effective use of the steps in decision making or healthy self-management skill and appropriate value/virtue e.g. commitment or promise-keeping to consistently use alternatives to hazardous products</p>



Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Because of chemical residue, empty bottles and containers should be disposed of safely.</p> <p>Most hazardous waste is recycled, that is, converted to non-hazardous forms and stored in special containers in specific facilities.</p> <p>It is important to find out about toxic and hazardous wastes in our environment to know how to protect ourselves, and the environment, from them.</p>		<p>in the home to test the product. Students will capture their assignment on video and answer the following questions:</p> <ol style="list-style-type: none"> <li>1. What did you choose to clean in your home?</li> <li>2. What safer alternative product(s) did you clean it with?</li> <li>3. What cleaning product do you normally use?</li> <li>4. Did the green cleaning product work as well as the product you normally use?</li> <li>5. Would you use this or other green cleaning recipes to clean with in the future? Why or why not?</li> <li>6. How does our use of hazardous cleaning products at home affect our health and the environment?</li> <li>7. What actions can I take to show more appreciation for the environment?</li> <li>8. How do you feel about this activity? Student and parent(s) should comment.</li> </ol> <p>Students will share their videos as part of their reports with the class. They will also create a showcase to display their products and educate their peers. With their parents, they will sign an agreement to eliminate hazardous products and 'Green Clean' at home. They will use other green cleaning recipes to create products and use them at home and report on their progress at specific intervals.</p>	

## **THEME: MANAGING THE ENVIRONMENT**

### **MODULE 3: HEALTH AND WEALTH**

Analyse the relationship between a sustainable and healthy environment and the social and economic well-being of students, schools and communities.

#### **About the Module**

Students need to understand and appreciate the impact and benefits of a healthy, sustainable environment on their health and well-being.

#### **Key Skills**

- Coping Skills (self-monitoring and healthy self-management)
- Social Skills (communication)
- Cognitive Skills (critical thinking, creative thinking, decision making, problem solving)

#### **GUIDANCE FOR THE TEACHER**

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

#### **LINKS TO OTHER SUBJECTS: RELIGIOUS EDUCATION, SOCIAL STUDIES, CIVICS**



Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Indoor air refers to the air within buildings such as our homes, classroom, church and other indoor areas. The term indoor air pollution is used to refer to indoor air that has been contaminated by smoke, chemicals or other matters. It results from cooking using open fires and leaky stoves; burning coal, wood and crop waste; smoke burning cigarettes or exhaled smoke by smokers; biological pollutants (pollen from plants, pet hair fungi and some bacteria) and carbon monoxide. It is important to note that carbon monoxide is colourless and odourless and is produced when gas, oil, coal or wood do not burn completely.</p> <p>Water pollution refers to the contamination of water by foreign matter that causes deterioration of the quality of water. Water pollution can be caused by sewage and industrial waste which contaminates rivers, seas and other water sources.</p> <p>The improper disposal of faecal wastes/ solid wastes can lead to diseases through the contamination of water sources or the breeding of insects and vermin. Insects, such as mosquitos and other vermin, act as vectors and mechanical carriers and thrive in unclean environments.</p> <p>Fertilizers and pesticides from agricultural run-offs or fields that drain into water sources can also cause water pollution.</p> <p>Water pollution can have damaging effects on humans, plants and animals. It destroys aquatic life, reduces reproductive ability and causes sickness in humans and animals, as it is unsuitable for drinking, recreation, agriculture and industry use.</p>	Portfolio	<p>In small groups or pairs, they will share their responses and together write a pledge to signal their commitment to making a change. Feedback on pledges will be provided by the teacher and students.</p> <p>Students will then create a checklist of steps they will take to minimize their contribution and exposure to water and indoor/outdoor air pollution. Using the checklist, they will monitor their actions for an assigned period, reporting on their progress at intervals. Students will add this to their portfolio and include reflections on their commitment and actions to date. Teacher will provide feedback.</p>	<p>displaying appropriate value/ virtue e.g. care or appreciation for the environment</p> <p>Portfolio includes evidence of appropriate value/ virtue e.g. care or cleanliness and students' ability to effectively practise healthy self-management skill to minimise their contribution/ exposure to water and air pollution</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Environmental risks can impact health directly through exposure to harmful substances or indirectly by disrupting the natural environment, leading to changes in the ecosystem.</p> <p>Sanitation refers to the provision of facilities that allow for the safe disposal of human waste -- urine and faeces. The lack of adequate sanitation is a major contributor to diseases worldwide, including diarrhoea, malaria and dengue. Safely managed sanitation and safe waste-water treatment and reuse are critical to protecting the health of the community.</p> <p>Water pollution can also be prevented through:</p> <ul style="list-style-type: none"> <li>• Proper waste management practices, particularly hazardous waste</li> <li>• Using environmentally-friendly products</li> <li>• Using non-coloured soap bars</li> <li>• Refraining from throwing litter into streams, rivers, lakes or seas as different items take longer than others to degrade.</li> <li>• Cardboard – Takes 2 weeks to degrade.</li> <li>• Newspaper – Takes 6 weeks to degrade.</li> <li>• Photodegradable packaging – Takes 6 weeks to degrade.</li> <li>• Foam – Takes 50 years to degrade.</li> <li>• Styrofoam – Takes 80 years to degrade.</li> <li>• Aluminium – Takes 200 years to degrade.</li> <li>• Plastic packaging – Takes 400 years to degrade.</li> </ul>			

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<ul style="list-style-type: none"> <li>• Glass – It takes so long to degrade that we don't know the exact time</li> </ul> <p>Indoor air pollution can be prevented by:</p> <ul style="list-style-type: none"> <li>• Ventilation</li> <li>• Non-use of hazardous products</li> <li>• Banning smoking</li> <li>• Eliminating, instead of masking, odours by using safe products eg. Baking soda</li> </ul> <p>Impacts of water and air pollution include:</p> <ol style="list-style-type: none"> <li>1. Asthma</li> <li>2. Bronchitis and similar lung disease</li> <li>3. Cancers</li> <li>4. Brain damage</li> <li>5. Mosquito-borne illnesses</li> </ol>			

**GRADE 8****Theme: Managing the Environment****Topic 2:****Bug Off!****Life Skills:**

Social: Communication

Cognitive: Critical Thinking, Creative Thinking

Coping: Healthy Self-management

**Values/Virtues: Appreciation, Citizenship, Commitment, Concern, Support, Responsibility**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>Investigate mosquito-borne diseases and their impact on health and the environment</li> <li>Describe methods of preventing mosquito-borne diseases</li> <li>Execute a plan to eradicate mosquitos in their environment</li> <li>Demonstrate the ability to use coping skills to prevent mosquito-borne diseases in their environment</li> </ul>	<p>Mosquitoes are responsible for millions of deaths globally each year due to their ability to carry and spread diseases worldwide. These diseases include Dengue and Yellow Fever, Malaria, and in recent years, Chikungunya and the Zika Virus.</p> <p>The increased level of globalised travel and trade as well as environmental challenges, such as climate change, have impacted disease transmission in recent years causing viruses to now emerge in countries where they were previously not known.</p>	ICT/Pair-Share	<p>Students will be divided into groups to research and present on one of the following diseases: Dengue, Yellow Fever, Malaria, Chikungunya and Zika Virus. Presentations will include the causes and effects of the disease, signs and symptoms, recent outbreaks, including new countries in which the disease emerged, and the impact of the outbreak on the health of the population and overall country. Presentations should include the use of ICT and videos/pictures where applicable.</p>	<p>Presentations include a clear and accurate understanding of the health and social impact of mosquito-borne diseases</p> <p>Students' responses in game reflect an accurate understanding of strategies to prevent mosquito-borne diseases</p>
	<p>Different types of mosquitoes cause different diseases; the Aedes Aegypti transmits Chikungunya, Dengue, Yellow Fever and Zika while the Anopheles mosquito transmits Malaria.</p>	Game	<p>Students will be divided into teams to compete against each other and answer the questions correctly in the "Mosquito Students' Challenge Quiz". The teacher will ask questions related to types of mosquitos, the transmission of diseases by mosquitos, breeding sites, prevention strategies and other facts. The team with the most points wins the game.</p>	
	<p>Mosquitoes breed in many locations and their eggs can survive during dry periods for over a year.</p> <p>They breed in water containers such as cans, tyres, drums, barrels, flower pot saucers and other containers. These containers can be found in and around homes, schools, churches, open lots, and other places within our communities.</p>	Project	<p>Students will organize a 'Clean-Up Day' at their school to celebrate Mosquito Awareness Week which is celebrated in May each year. They will design and implement a plan to identify and eradicate mosquito breeding sites in their school, as well as prevent possible transmission of diseases by mosquitos already in the environment. Students will also</p>	

Objectives	Points to Notes/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p><b>The Aedes Aegypti Mosquito:</b></p> <ul style="list-style-type: none"> <li>• Lives in and around where humans dwell</li> <li>• Occupies urban areas with or without vegetation</li> <li>• Bites, rests and lays eggs indoors and outdoors</li> <li>• Sneaky biter</li> <li>• Feeds primarily during the day</li> <li>• Prefers to bite humans</li> <li>• Develops in containers near households and in urban (commercial centres)</li> <li>• Takes a blood meal for reproduction (only the female bites)</li> <li>• Bites every three days for each breeding cycle and does this repeatedly for her one-month lifespan</li> <li>• Does not fly far (150 to 400m)</li> </ul> <p><b>All mosquitos need water to complete their life cycle.</b> To prevent the spread of mosquitos and outbreaks of diseases, the following steps should be taken:</p> <ol style="list-style-type: none"> <li>1. At least once per week, look for and remove current and possible breeding sites in the following areas:</li> </ol> <ul style="list-style-type: none"> <li>• Outdoors: Tyres on the playground (not placed properly); guttering system and drains; water tanks; unfilled concrete block/fence; discarded receptacles; troughs; unused bathrooms; rooftops, porticos and sunshades.</li> </ul>	<p>Journaling</p>	<p>conduct information sessions with their peers, parents and community members. They will design a mosquito awareness fact sheet, information cards and an educational video demonstrating how to search for and destroy mosquito breeding sites. They will conduct walks through the community to educate community members and encourage their involvement in the clean-up activity.</p> <p>Students can also identify an area in their community in need of clean-up such as a gully, and advocate for and organize a community clean-up. Groups will report on their activity, describing their roles and responsibilities in planning and executing the event, challenges and successes and how they feel about their involvement in the exercise. Reports should be in the form of a video presentation.</p> <p>Students will create a checklist of the steps involved in preventing the spread of mosquito-borne diseases and eradicating mosquito breeding sites. They will use the checklist to complete entries in their journals for one month recording each activity in which they engaged at home, school and in their community, to prevent the spread of diseases from mosquitos and eradicate their breeding sites. Using the following reflective questions, students will express their thoughts and feelings in their journals.</p> <p><b>Reflective Questions:</b></p> <p>How do I feel about my actions to protect our health from the threat of mosquitos?</p>	<p>Students' reports indicate their ability to cooperate in planning and executing activities; an accurate understanding of the process involved in eradicating mosquito breeding sites and effective use of advocacy skill and appropriate value/virtue e.g. citizenship to increase awareness on preventing mosquito breeding in the environment</p> <p>Journal entries reflect appropriate value/virtue e.g. responsibility or support and effective use of healthy self-management skill to prevent mosquito-borne diseases</p>



Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<ul style="list-style-type: none"> <li>• Indoors: Office plants, flower vases with water; unused toilet bowls and cisterns; pots, plates and dish rack trays; fish tanks; water features; air conditioning systems (water pooling); pails, water-storage jars, basins and troughs of refrigerators</li> <li>• Natural Sites: Tree holes and bamboo stumps; leaf axils and fallen leaves and ground depressions.               <ol style="list-style-type: none"> <li>1. Ensure proper covering of stored water and a reliable water supply</li> <li>2. Cover, dump, modify or treat large water-holding containers with long-lasting larvicide</li> <li>3. Inspect gardens:                   <ul style="list-style-type: none"> <li>• Retrofit gardens through the use of gravel and sand</li> </ul> </li> </ol> </li> </ul> <p><b>OTHER METHODS OF CONTROL</b></p> <p><b>Biological Control</b></p> <ul style="list-style-type: none"> <li>• Use of larvivorous fish in ornamental tanks, fountains, etc.</li> <li>• Use of biocides</li> </ul> <p><b>Chemical Control</b></p> <ul style="list-style-type: none"> <li>• Use of chemical larvicides in big breeding containers</li> <li>• Aerosol space spray during daytime</li> </ul> <p>It is also important to avoid outdoor activities when mosquitoes are more active (dusk to dawn). Wear long-sleeved shirts and pants, when possible, and avoid dark colours, which attract mosquitoes.</p>		<p>How can I continue to demonstrate responsibility for protecting my health from environmental health threats?</p> <p>What can I do to offer support to others to protect them from the threat of mosquitos?</p>	

## **MANAGING THE ENVIRONMENT**

### **MODULE 4: SUSTAINING THE ENVIRONMENT**

Demonstrate scientifically sound and affordable responses to the creation of healthy and sustainable environments and the reduction of environmental health threats in the home, school, community and region.

#### **About the Module**

Students need to develop the knowledge and skills to effectively utilise scientifically sound and affordable responses to both protect the environment and protect themselves from environmental risks.

#### **Key Skills**

- Coping Skills (healthy self-management, self-monitoring)
- Social Skills (communication, interpersonal relations, assertiveness, negotiation, advocacy)
- Cognitive Skills (critical thinking, creative thinking, problem solving, decision making)

#### **GUIDANCE FOR THE TEACHER**

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

#### **LINKS TO OTHER SUBJECTS: RELIGIOUS EDUCATION, SOCIAL STUDIES, CIVICS**

**GRADE 8****Theme: Managing the Environment**

Module 4:

Sustaining the Environment

Unit 1:

Minimizing Environmental Risks

Learning Goals:

By the end of this unit students should be able to:

1. Be aware of strategies that can be implemented to maintain a healthy and sustainable environment
2. Appreciate the importance of minimizing threats to environmental health
3. Demonstrate appropriate life skills when taking action to address environmental risks

**Core Values:**

**Moral lenses – 1. Respect for self 2. Respect for others 3. Positive outlook  
4. Stewardship/service**

**Topic 1:****Planet Protector****Life Skills:**

Social: Communication

Cognitive: Critical Thinking, Creative Thinking

Coping: Healthy Self-management

**Values/Virtues:****Cleanliness, Cooperation, Care, Appreciation, Concern**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>Analyse the connection between greenhouse gases and climate change</li> <li>Distinguish between strategies that represent mitigation or adaptation to climate change</li> </ul>	<p>Climate change is a change or variation in the temperature, wind and precipitation patterns in a specific location(s), or the entire planet. Climate change is also a change in the temperature of the earth or a change in where rain and snow usually fall on the planet.</p> <p>While weather changes over a few hours, changes in weather patterns usually persist over long periods of time; usually over hundreds of years.</p> <p>Evidence suggests that Earth's climate has been changing and continues to change. The temperature of the planet has increased over the last century and this has resulted in the warming of the oceans which causes sea levels to rise, as well as changes in when some plants usually grow.</p>	<p>Brainstorming/ Discussion</p> <p>Stimulus Activity</p>	<p>In small groups, students will discuss their understanding of the terms climate change and greenhouse gases and explain the relationship between the two concepts. Teacher will clarify where necessary.</p> <p>Students will watch the full video (<a href="https://www.youtube.com/watch?v=G4H1N_yXBiA">https://www.youtube.com/watch?v=G4H1N_yXBiA</a>) on climate change, its causes and effects. They will then listen to statements that represent the impact of climate change or strategies to mitigate or adapt to climate change. They will stand under the appropriate sign: IMPACT, MITIGATION, ADAPTATION, BOTH that best meet their answer and give reasons for their choice. Sample statements:</p>	<p>Students' responses indicate a clear and accurate understanding of the relationship between greenhouse gases and climate change</p> <p>Students' responses indicate effective use of critical thinking skill to accurately categorise statements and provide sound reasons for their choice</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> <li>Alter behaviours to minimize personal contribution to climate change</li> <li>Advocate for appropriate actions to be taken to reduce the impact of climate change on natural resources</li> </ul>	<p>Climate change may be caused by several factors, including natural events, however, scientific evidence has suggested that human actions are recent causes of the changing climate of the planet.</p> <p><b>The Greenhouse Effect</b></p> <p>The greenhouse effect refers to the natural role of the atmosphere to insulate the planet from the loss of heat. When sunlight enters the atmosphere, a portion is absorbed by the earth's surface while a large amount is reflected as thermal radiation and travels towards the atmosphere. The greenhouse gases (water vapour, carbon dioxide, methane and nitrous oxide) then trap the thermal radiation and send it back to Earth's surface to keep the planet warm.</p> <p>Unfortunately, the concentration of these greenhouse gases has increased, as a result of human actions, and as such, warmer-than-usual temperatures are being experienced on the planet. The increased levels of greenhouse gases have resulted from actions such as the burning of fossil fuels (natural gas, coal and gasoline). However, the greatest contributor to greenhouse gas emissions is the burning of fossil fuels for transportation. Waste disposal and industrial practices also release methane and nitrous oxide into the air.</p> <p>Most activities in our environment require energy and therefore contribute to greenhouse gas emissions. Steps can be taken, however, to reduce the emissions released into the</p>	<p>Self-assessment /Portfolio</p>	<ul style="list-style-type: none"> <li>Increase in seasonal snowfall causes high run-off of snow melt resulting in increased flooding</li> <li>Record heatwaves causing power outages in NYC</li> <li>Farmer loses crops due to extreme drought</li> <li>Increased temperatures cause farmers to lose crops each year. He begins to cultivate crops better suited for higher temperatures</li> <li>A new recycling plant is built and powered by solar energy</li> <li>Driving to the city has been banned</li> <li>Staff are allowed to wear cooler attire</li> <li>Communities embark on a tree planting project</li> </ul> <p>With the help of a parent/guardian, students will complete the carbon footprint calculator to determine their carbon footprint or that of their household (<a href="https://www.carbonfootprint.com/calculator.aspx">https://www.carbonfootprint.com/calculator.aspx</a>). They will reflect on their results using the following questions as a guide: How do I feel about the results of my carbon footprint? What does my carbon footprint say about me in relation to care for the environment? What can I do to reduce my carbon footprint and show more care or appreciation for the environment?</p> <p>Students will paste the results of their carbon footprint into their portfolios. With their parents, they will create a 'Reducing My Carbon Footprint Contract' which will include lifestyle changes they can make to reduce their carbon footprint. Parents/guardians and students will sign the contract; students will</p>	<p>Tracking sheet and portfolio entries reflect creative thinking, problem solving or self-awareness skill and appropriate value/virtue e.g. care or appreciation to alter behaviours to minimize their contribution to climate change</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>atmosphere, which can help to combat the effects of climate change. These include planting trees, building green roofs, conserving water and energy and buying local food.</p> <p>Actions can also be taken to prepare for the impact of climate change – severe weather events that cause flooding, heat waves, high winds and erosion. Steps include upgrading sewer systems and building storm-resistant structures.</p> <p>Mitigation = Actions to reduce GHG emissions Adaptation = Actions that reduce harm to living things and their environment.</p> <p>Carbon Sequestration – A natural or artificial process by which carbon dioxide is removed from the atmosphere and held in solid or liquid form.</p>	Creative Writing	<p>add it to their portfolio along with a reflection on their ability to maintain their commitment.</p> <p>Students will recall the factors that contribute to climate change. They will write a letter to the Prime Minister, the CEOs of industrial companies, their peers, or other relevant persons or organizations advocating for change to practices that contribute to climate change.</p>	<p>Letters reflect effective use of the steps in advocacy skill and appropriate value/virtue e.g. concern</p> <p>Appropriate actions to be taken to encourage others to reduce the impact of climate change on natural resources</p>

**GRADE 8**

**Theme: Managing the Environment**

**Topic 2:**

**Saving Our Beaches**

**Life Skills:**

Social: Communication  
 Cognitive: Critical Thinking, Creative Thinking  
 Coping: Healthy Self-management

**Values/Virtues:**

**Appreciation, Citizenship, Commitment, Concern**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
By the end of this topic, students should be able to: <ul style="list-style-type: none"> <li>Develop logical arguments to support combating threats to the coastal marine environment</li> <li>Organize activities to increase awareness about environmental threats to coral reefs</li> <li>Show willingness to practise behaviours that can save coral reefs</li> <li>Demonstrate the ability to use social or cognitive skills to take personal action to reduce beach erosion</li> </ul>	Coastal and marine resources refer to all living organisms and their natural environment that are influenced by the sea. They include wetlands, mangroves, beaches, rocky shorelines, coral reefs, harbours and bays.  Jamaica's economy is heavily dependent on beach-related tourism which provides employment for many Jamaicans. Fishermen depend on the coastal and marine resources to provide seafood for the tourism sector, foreign exchange for the country and sustain their livelihood.  Marine and coastal resources also provide protection from environmental events that could damage the ecosystem. Coral reefs, seagrass and mangroves work together to reduce the effects of floods and storm surges; act as filters of nutrients and pollution and provide areas for spawning and nurseries of many sea creatures including shellfish. Seagrass beds provide a habitat for many microorganisms that produce at least half of the sediments found on the sandy beaches of Jamaica.  Increasing pressures on Jamaica's coastal and marine resources are causing continued degradation and placing the health of the coastal marine environment at risk. Of particular concern is the continuous degradation of beaches.	ICT/Pair-share	Students will recall examples of marine and coastal resources in Jamaica. In groups, they will then illustrate a Jamaica without marine or coastal life. Using their illustration as support, they will present arguments to combat threats to Jamaica's coastal marine ecosystem.	Arguments to support combating threats to coastal marine environments are logical and sound
		Field Trip/Project	Students will take a field trip, led by a representative from the Biodiversity Centre of UWI, Bluefield Friendly Society, Negril Environment Protection Plus, Alligator Head Foundation, Jamaica Conservation Development Trust, Montego Bay Marine Park Trust, Cockpit Country, Discovery Bay Marine Lab or other environmental agency, to a coastal area in Jamaica where they will discuss the importance of coral reefs to a sustainable environment. Using what they learn, in groups, students will propose strategies to increase awareness of environmental threats to coral reefs and the resulting impact on recreation, tourism, fishing and other industries. Each group will select a different target audience to implement one of their strategies.	Strategy implemented demonstrates effective use of the steps in advocacy skill and appropriate value/virtue eg. appreciation to increase awareness about threats to coral reefs
		Creative Writing/ICT	Students will read and discuss the following article: <a href="https://blog.nationalgeographic.org/2014/07/02/to-save-coral-reefs-start-with-parrotfish/">https://blog.nationalgeographic.org/2014/07/02/to-save-coral-reefs-start-with-parrotfish/</a> .	Pledge and materials reflect appropriate value/virtue e.g. citizenship

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Increasing pressures on Jamaica's coastal and marine resources are causing continued degradation and placing the health of the coastal marine environment at risk. Of particular concern is the continuous degradation of beaches.</p> <p>Jamaica is known to have some of the most beautiful beaches in the world, formed from the remains of coral and algal species associated with our coral reefs. However, due to contamination by oil and other hazardous products, including effluent deliberately discharged into the sea, Jamaica's beaches are under threat.</p> <p>Marine litter or garbage is another major issue contributing to beach pollution. Too often, garbage such as Styrofoam boxes, plastics and juice boxes are found on our beaches. Practising proper waste management can address this issue.</p> <p>The main threats to coastal marine resources are:</p> <ul style="list-style-type: none"> <li>• Removal of reefs, seagrass and mangroves for development</li> <li>• Beach sand extraction and dredging</li> <li>• Illegal fishing, dynamiting, overfishing and unintended by-catch</li> <li>• Land-based pollution of marine resources</li> <li>• Sea level rise and storm surges</li> <li>• Draining of wetlands</li> <li>• Discharge of oil and waste from ships</li> <li>• Destructive fishing practices</li> <li>• Invasive alien species e.g. lionfish</li> <li>• Poorly managed tourist activities</li> </ul>	<p>Reflective Questioning/ Report Writing</p>	<p>In pairs, they will then create a personal pledge to refrain from eating parrot fish and educate family and friends on the importance of this action. In groups, they will also create slogans, three-minute videos, blogs and other media and visual aids to promote the cause. They will include these materials as part of their activity to increase awareness of threats to coral reefs.</p> <p>In groups, students will reflect on the question: How would I feel about a Jamaica with no beaches? What is my responsibility in addressing this issue? How can I play my part in combating beach erosion?</p> <p>Individually, they will then research strategies that can be employed to combat beach erosion. Based on their research, they will select at least three actions they can take to save Jamaica's beaches. They will document their activities and experiences in addressing this issue and prepare a report to be shared with the class for feedback and discussion.</p>	<p>Materials are creative, appeal to the audience and present factual information</p> <p>Report reflects effective use of the steps in problem solving, decision making or critical thinking skill and appropriate value/virtue e.g. commitment or concern to reduce beach erosion through personal action</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>These threats to the coastal marine ecosystem are of serious concern as they will result in the flooding and disappearance of Jamaica's beaches.</p> <p>Adequate policies and legislation need to be established to address environmental protection gaps. Public education about overfishing and the impact of garbage pollution on the coastal marine environment is also necessary. Eradication or increased consumption of the lionfish should be continued.</p>			



**GRADE 8****Theme: Managing the Environment**

Module 4:

Sustaining the Environment

Unit 2:

Conserving Our Natural Resources

Learning Goals:

By the end of the unit students should be able to:

1. Understand how to care for Jamaica's natural resources
2. Appreciate their personal responsibility to conserve natural resources in the environment
3. Apply life skills to support efforts to reduce threats to natural resources

**Core Values:**

**Moral lenses – 1. Respect for self 2. Respect for others 3. Positive outlook**  
**4. Stewardship/service**

**Topic 1:****Environmental Conservationist****Life Skills:**

Social: Communication

Cognitive: Critical Thinking, Creative-thinking, Decision Making

Coping: Healthy Self-management

**Values/Virtues:****Care, Responsibility, Commitment, Stewardship**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> <li>• Explain how environmental conservation contributes to the sustainability of natural resources</li> <li>• Propose strategies to conserve the different elements in the environment</li> <li>• Change habits in the home to conserve natural resources</li> </ul>	<p>Environmental conservation refers to actions taken to protect and preserve the natural resources of our planet to improve the quality of life of all living things.</p> <p>Our natural resources are assets that contribute to our country's economy and our continuing good health. At the same time, development is necessary to advance the agenda of any country and alleviate its people from a state of poverty.</p> <p>Striking the balance between conservation and development is necessary to maintain environmental sustainability while at the same time achieving progress.</p> <p>Conservation is two-fold. It involves protecting the vital resources of nature while at the same time making choices in everyday living that combats the irresponsible environmental practices of organizations.</p>	Peer-share/ Creative Expression	<p>Students will move around the room questioning their classmates on how they think the conservation of elements of the environment such as the trees, the sea, the soil and others, support the sustainability of natural resources. Students must give one answer and record one answer for each of the elements of the environment being discussed. Teacher will facilitate discussion as students share their responses and explain the link between environmental conservation and the sustainability of natural resources.</p>	Students' explanations indicate a clear and accurate understanding of how conservation contributes to environmental sustainability





## **THEME: MANAGING THE ENVIRONMENT**

### **MODULE 5: SOURCES OF INFORMATION**

Develop knowledge and skills to access age-appropriate sources of information, products and services as it relates to managing the environment.

#### **About the Module**

Students should be capable of identifying, accessing and critically assessing age-appropriate information, products and services relating to managing the environment.

#### **Key Skills**

- Coping Skills (healthy self-management)
- Social Skills (communication, interpersonal relations)
- Cognitive Skills (critical thinking, creative thinking, problem solving, decision making)

#### **GUIDANCE FOR THE TEACHER**

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

#### **LINKS TO OTHER SUBJECTS: RELIGIOUS EDUCATION, SOCIAL STUDIES, CIVICS**

**GRADE 8****Theme: Managing the Environment**

Module 5:

Sources of Information

Unit 1:

Environmental Protection Laws and Agencies

Learning Goals:

By the end of the unit students should be able to:

1. Understand environmental laws
2. Appreciate the importance of environmental agencies in protecting the environment
3. Apply life skills to utilize appropriate information and resources to safeguard natural resources in the environmental

**Core Values:**

**Moral lenses – 1. Respect for self 2. Respect for others 3. Positive outlook  
4. Stewardship/service**

**Topic 1:****The Environment Needs Laws Too****Life Skills:**

Social: Communication

Cognitive: Critical Thinking

Coping: Healthy Self-management

**Values/Virtue:****Appreciation, Commitment, Law-abiding, Citizenship**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> <li>• Investigate the need for laws that protect Jamaica's natural resources</li> <li>• Critically assess environmental laws</li> <li>• Show commitment to supporting the efforts of environmental protections</li> </ul>	<p>There are several laws in Jamaica relating to the conservation and protection of the environment. These include the:</p> <ul style="list-style-type: none"> <li>• Beach Control Act 1956</li> <li>• Country Fires Act 1942</li> <li>• Endangered Species Act 2000</li> <li>• Watershed Protection Act</li> <li>• Fishing Industry Act 1976</li> <li>• Flood Water Control Act 1958</li> <li>• Forest Act 1996</li> <li>• National Solid Waste Management Act 2001</li> <li>• National Resources (Marine Park) Regulations 1992</li> <li>• The Public Health (Nuisance) Regulations 1995</li> <li>• The National Resources Conservation Authority Act 1991</li> </ul>	<p>Research/ Presentation</p> <p>Dramatization</p>	<p>Students will be placed in groups to research a major environmental issue in Jamaica and explain the necessity of environmental laws or policies to prevent/address the issue. As part of their research, groups will interview key stakeholders and visit the government agency responsible for monitoring the issue they were assigned and/or a CSO that works to address the problem.</p> <p>Students will prepare a presentation explaining the problem and outlining the need for environmental laws or policies to address the concerns expressed by key stakeholders and agencies.</p> <p>Students will be divided into groups to review environmental laws in Jamaica. Each group will be assigned a different law. Using the following document: <a href="http://nepa.gov.jm.209-99-16-20.ddmd-plek-web1.webhostbox.net/symposia_03/Others/199_3300.pdf">http://nepa.gov.jm.209-99-16-20.ddmd-plek-web1.webhostbox.net/symposia_03/Others/199_3300.pdf</a> and other resources,</p>	<p>Presentation clearly and accurately outlines the environmental issue and reflects effective use of critical thinking skill to provide valid arguments that support the need for environmental laws/policies</p> <p>Skits depict a clear and accurate understanding of the environmental law, as well as identified gaps,</p>



# **SAMPLE LESSONS**

<b>Subject: Health and Family Life Education</b>	
<b>Theme: Self and Interpersonal Relationships</b>	<b>Grade: 8</b>
<b>Topic: Boosting My Emotional Health</b>	<b>Sub-Topic: I Can Be Resilient!</b>
<b>Duration: 2 sessions</b>	
<b>General Objective:</b> Apply life skills to use adverse experiences for personal growth and development.	
<b>Value:</b> Resilience	
<b>Dominant Life Skill:</b> Self-awareness	
<p><b>Specific Objectives:</b> By the end of the lesson students should be able to:</p> <p><b>Knowledge:</b> Distinguish between healthy and unhealthy states of well-being</p> <p><b>Attitude:</b> Propose strategies that will improve resiliency and reduce risks to mental health</p> <p><b>Skill:</b> Demonstrate self-awareness by exploring actions they can take to improve their emotional well-being in a manner that shows resiliency</p>	
<p><b>Content Summary:</b> Mental health includes our social, emotional and psychological well-being; how we think, feel about ourselves and act; how we handle stress, our relationships with others and the choices we make.</p> <p>Positive mental health allows us to cope with the normal stresses of life, realize our own potential and contribute productively to our community. Some characteristics of positive mental or emotional health are:</p> <ul style="list-style-type: none"> <li>• Positive self-esteem and self-acceptance</li> <li>• Feeling good about oneself</li> <li>• An ability to adapt and cope with change</li> <li>• A sense of self-worth and responsibility</li> <li>• The ability to control emotions and bounce back from challenges or disappointments</li> <li>• Respect for self and others, even in instances of discord</li> <li>• The ability to laugh at oneself</li> <li>• Stable long-lasting relationships</li> <li>• The ability to think for oneself and make one's own decisions</li> </ul> <p>Factors that can compromise positive mental health/emotional well-being include:</p> <ul style="list-style-type: none"> <li>• Overly shy or aggressive temperament</li> <li>• Low self-esteem</li> <li>• Poor bonding with parents and/or guardians</li> <li>• Unstable family environment</li> <li>• Harsh discipline</li> <li>• Academic failure</li> <li>• Bullying or peer rejection</li> <li>• Poor school attendance</li> <li>• Grief or emotional trauma</li> <li>• Difficulties transitioning into school</li> <li>• Physical or sexual abuse</li> <li>• Discrimination or isolation</li> </ul>	



The value of **resilience** is the ability to bounce back from change in difficult circumstances. It is that quality that allows us to adapt in the face of adversity, trauma or other issues which causes emotional distress. Resiliency is developed over time and allows us to manage our feelings positively.

Strategies to build resiliency include developing close relationships with family and friends who can provide support when needed; maintaining a positive outlook despite challenges; developing realistic goals; facing challenges head-on and taking steps to address the problems/issues; positive self-talk; discovering one's abilities and taking the time to take care of oneself.

**Self-awareness Skill:** Having a sense of identity and an understanding of our own feelings beliefs, attitudes and values.

- Understand the emotions that you feel in different situations and your triggers
- Analyse the behaviours that improve and/or worsen your performance/conduct
- Explore ways in which you can improve your behaviour for the future

**Resources:** HFLE Curriculum Guide, Case Scenarios

**Engagement:**

Students will listen to a song about Resiliency eg. <https://www.youtube.com/watch?v=gYpvr8lCh7c>

Teacher will ask students to explain what they think the song was about. The lesson topic, value and life skill will be introduced. Students will share ground rules they think are important in the class.

The problem statement will be shared with the class: In Jamaica, anxiety are leading causes of disability among 15-19 boys and 10-19 girls. Depressive disorders is a leading cause of disability for 15-19 boys. Resilience can help to offset factors that increase the risk of mental health conditions.

**Exploration:**

- Students will be placed in small groups to discuss and explain the concept of emotional well-being. They will also define the term 'mental health' and describe the characteristics of good mental health.
- Students will then be given case scenarios and red and green index cards. Each group will read aloud their assigned case scenario for the class. Using their index cards, students will then indicate whether the main character in the story demonstrated signs of positive or negative mental health – red cards = negative; green = positive. Students will give reasons for their answers. Teacher will facilitate discussion and clarify where necessary.
- Teacher will ask students why they think it is important to have positive mental health and explain their understanding of the value of resiliency and how it contributes to emotional well-being.

**Reflective Question:** *Has there ever been a time when I have struggled with an issue and displayed resiliency to overcome the challenge?*

### **Explanation/Life Skill Development Activity:**

- A chart with the following three steps in self-awareness skill will be shown to students:
  - Understand the emotions that you feel in different situations and your triggers
  - Analyse the behaviours that improve and/or worsen your performance/conduct
  - Explore ways in which you can improve your behaviour for the future

Teacher will then indicate to students that they will be examining each step in the life skill through a series of activities.

- For the first step, teacher will ask students to identify three situations/issues that they have found/would find difficult to manage. For each situation, students will write in their journals/record in their e-journals how they felt/would feel and how they responded/would respond to each challenge. Teacher will provide support as necessary to students as they complete the activity.
- For the next step, students will choose one of the situations examined and review their actions. They will express in their journal whether they think their behaviour/how they handled the situation was helpful or hurtful to self or others. They will also share how they feel about their responses.
- For the final step, using the same situation, students will then reflect and document in their journals how they could improve their behaviour for the future.
- **During this activity, teacher must note students that may need to be referred to the guidance counsellor for follow-up.**

**Reflective Question:** *Do my actions support or compromise my resiliency? What can I do to improve my resiliency?*

### **Elaboration:**

- Students will then be asked to volunteer to share with the class their journal reflections on one of the situations identified in the previous activity. They will discuss if the actions taken by their peers demonstrate a show of resiliency.
- Students will then be placed in peer groups to discuss strategies they could take to improve their resiliency to challenging situations. They will share with the class. Teacher will note the discussion points on the board.
- In their journals, students will then examine the other two situations they highlighted in the previous activity. (Using the steps learnt for self-awareness), they will reflect and note the behaviours in these situations that may have compromised their emotional well-being and indicate what new actions they will take to improve their mental health by building their resiliency.

**Reflective Question:** *What can I do to improve my resiliency?*

**Evaluation:**

- For a month, students will record in their journals the challenging situations they have encountered and note their responses. They will record actions they have taken that have had a positive or negative effect on their emotional well-being. They should include how they feel about themselves as they progress on their journey to improve their resiliency and mental health and identify progress made and support required for further improvement.
- Students will be asked to volunteer to share their progress with the class at intervals; feedback will be provided by the teacher.

The following questions should be used to guide their reflection:

- How do I feel about my emotional well-being?
- How do my actions and surroundings support/pose harm to my emotional well-being?
- What can I do to improve my emotional well-being?
- What kind of support do I need to improve my mental and emotional health?
- How do I feel about my actions to improve resiliency?

**Assessment Questions:**

Were students able to:

1. Distinguish between healthy and unhealthy states of well-being?
2. Propose strategies that will improve resiliency and reduce risks to mental health?
3. Demonstrate self-awareness by exploring actions they can take to improve their emotional well-being in a manner that shows resiliency?

**Assessment Criteria: Self-awareness Skill**

**Level 1:** Not met. The student is unable to understand the emotions they feel in different situations and their triggers; analyse the behaviours that improve and/or worsen their performance/conduct and explore ways in which they can improve their behaviour for the future. Resiliency is not displayed.

**Level 2:** Not yet fully met. The student is able to understand their emotions and triggers and analyse their behaviours that improve or worsen their performance/conduct but is unable to fully explore ways in which they can improve their behaviour for the future.

**Level 3:** Fully Met. The student is able to understand their emotions and triggers, analyse their behaviours that improve or worsen their performance/conduct and is unable to explore ways in which they can improve their behaviour for the future.

**Teacher's Evaluation:**

<b>Subject: Health and Family Life Education</b>	
<b>Theme: Sexuality and Sexual Health Date:</b>	<b>Grade: 8</b>
<b>Topic: Gender Stereotyping</b>	<b>Sub-topic: Don't Box Me In</b>
<b>Duration: 1 to 2 sessions</b>	
<b>General Objective:</b> Students should be able to understand the impact of gender stereotyping	
<b>Value:</b> Respect	
<b>Dominant Life Skill:</b> Empathy	
<p><b>Specific Objectives:</b> By the end of the lesson students should be able to:</p> <ol style="list-style-type: none"> <li>1. Explore how their lives have been influenced by male and female gender stereotypes in society (Knowledge)</li> <li>2. Display respect for peers who express a desire to participate in activities that differ from traditional gender norms (Attitude)</li> <li>3. Demonstrate empathy, in a manner that shows respect, to show support to peers who differ from traditional gender expectations (Skill)</li> </ol>	
<p><b>Content Summary:</b></p> <p>A gender stereotype is a generalized view that men and women should possess certain characteristics or perform certain roles because they are men and women respectively. These characteristics/roles are usually a set of cultural expectations of men and women adopted by the majority. Some cultures have restricted gender stereotypes while others have been more lenient in deviations from traditional gender roles.</p> <p>A gender stereotype is harmful when it limits the abilities of men and women to meet their full potential, develop their personal abilities, pursue professional careers and make personal life choices.</p> <p>Common gender stereotypical qualities of women are: emotional, submissive, motherly, weak and clean; women are nurses, not doctors; don't play sports; supposed to cook and do housework; women are never in charge; responsible for raising children; women do not have technical skills and are not suited for jobs that require physical labour.</p> <p>In relation to men, a common gender stereotype is the idea that men do not have feminine qualities and as such, it is often deemed culturally unacceptable for men to show their emotions and display any form of weakness or a nurturing role. Other gender stereotypes that inaccurately try to describe all men are: all men enjoy working on cars; men are always in charge; men are not nurses, they are doctors; they do "dirty jobs" such as construction and mechanics; they are not secretaries, teachers, or cosmetologists; men play sports; men are lazy and messy; they do not cook and always work in science engineering or other technical fields.</p> <p>These gender stereotypes can affect men and women negatively, particularly where there is a wish to pursue career choices which go against traditional gender expectations or stereotypes. Persons who do not meet the stereotype are sometimes seen in a negative light. Gender stereotyping can also lead to violence when people do not conform to social expectations. This is true, especially for relationships between men and women.</p>	

Healthy relationships in the home, workplace and among peers are built on respect for persons of the opposite sex and strong self-worth. While it is okay to hold traditional views of gender roles/expectations, we must also ensure that our beliefs do not infringe on the rights of men and women and limit their ability to realize their full potential. Gender stereotyping can negatively impact how a person sees himself/herself, lower self-esteem and often leads to gender-based violence against those who do not conform to traditional gender roles/ expectations.

**Respect** is the **value** of showing understanding, consideration and politeness towards all human beings. It is an important part of life as it helps to develop strong relationships and indicates to persons that we value them as individuals and that their ideas and opinions are important.

**Empathy Skill** is the ability to imagine what life is like for another person, even in a situation that we are unfamiliar with. It can help us to accept others who may be very different from ourselves, treat them fairly or respond to people in need and promotes positive social interaction.

**Steps:**

- Ask the person to talk about how they feel
- Be sensitive when sharing your feelings – honestly and openly
- Be available to listen and talk
- Offer encouragement
- Give support when and as needed

**Resources:** HFLE Curriculum Guide,

**Engagement:**

- Students will sit while singing the first verse of the song “I Will Make You Fishers of Men”. Male students will be instructed to stand only when they sing a word beginning with the letter ‘M’ while female students will be instructed to do the same only when they sing a word beginning with the letter ‘F’.
- The lesson topic, value and life skill will be introduced. Students will be asked to recall the ground rules for the class.
- The problem statement will be shared with the class: Gender roles in a society can create certain expectations of men and women which can negatively impact both genders, causing gender inequality, especially for women.

### Exploration:

- Students will recall the meaning of the word 'gender' and 'stereotyping'. Clarification will be provided where necessary. Teacher will share the importance of examining what it means to 'act like a man or woman' in society and how these stereotypes and beliefs influence our behaviours and affect our relationships with others.
- They will be placed into small groups and given a sheet of flip chart paper. Groups will be assigned one of the following headings - 'Act Like A Man' and 'Act Like A Woman' and draw a box around each with enough space to write in the box. Students will be instructed to write words or expectations that come to mind for each statement. At the top right of each box, students will also write where they learnt these gender roles/expectations. Guiding questions:
  - How are boys/girls supposed to behave?
  - How are boys/girls supposed to look, think and feel?
  - What are boys/girls supposed to like/dislike?
  - What should boys/girls do?
- Groups will share their responses with the class and explain how they feel about what has been written. Teacher will explain that the box around the list symbolizes the restrictions gender stereotypes place on us in relation to how we act or activities we become involved in. Discussion questions:
  - How can these stereotypes be helpful or harmful?
  - How can these gender expectations/roles limit children as they grow up in terms of what they like to do, sports they play, physical appearance and careers they may want to pursue?
- Students will then be asked to discuss in their groups how persons who do not adopt these gender expectations are often treated. At the bottom left of the boxes, they will write the behaviours, characteristics or expectations of males/females that would be considered outside of the box and the actions of others towards these persons. They will share their responses.
- Students will be asked about their understanding of what it means to show respect and explain how these actions show respect or disrespect for the individuals. In their groups, they will select one of the behaviours, characteristics or expectations of males/females that would be considered outside of the box and indicate/display how they would show respect for the person.

**Reflective Question:** *Why is it important for me to show respect to persons who fall outside of the 'gender box'?*

### Explanation/Life Skill Development Activity:

Students will be asked to think about how it feels to be the person 'outside of the box'. They will recall the skill of the lesson (empathy), show the steps of the skill on a chart and share their understanding of the meaning. They will watch the following video on empathy <https://www.youtube.com/watch?v=aU3QfyqvHk8> and will be asked to explain how showing empathy could minimize the negative effects that result from gender stereotyping.

**Reflective Question:** *Why do I need empathy skill? How does empathy help me to show respect for others?*

**Elaboration:**

- In pairs, students will share a time when they felt ‘outside the gender box’ and the impact on their lives. They will then take turns selecting an activity that they desire to participate in but is associated with the opposite gender. While sharing, they will show respect and empathize with their partners using the steps for empathy skill. **Note: Students should be told that they should only disclose what they are comfortable with.**
- Students will share with the class their feelings about the activity.

**Evaluation:**

- In their groups, students will be given the following scenarios to role-play how they would show empathy and respect to prevent the negative impact of gender stereotyping:
  - i. A boy in your class is being bullied because he has a high-pitched voice
  - ii. Keisha is a grade 8 student who is interested in becoming a construction worker and her classmates tease her and call her a tomboy.
  - iii. Jason comes from a family of doctors but he is interested in studying nursing. His family is against it and says he must become a doctor.
  - iv. Mark and his girlfriend just broke up and his friends caught him crying. They continue to laugh and make fun of him calling him a ‘sissy’.
  - v. Kerry is often made fun of because she has more facial hair than her male friends.

Students will be assessed by their peers and teacher using the rubric below.

**Assessment Questions:**

Were students able to:

1. Explore how their lives have been influenced by male and female gender stereotypes in society (Knowledge)?
2. Display respect for peers who express a desire to participate in activities that differ from traditional gender norms (Attitude)?
3. Demonstrate empathy, in a manner that shows respect, to show support to peers who differ from traditional gender expectations (Skill)?

**Teacher’s Evaluation:**



# APPENDIX

The Mapping below shows the connections between the new Health and Family Life Education Curriculum and the “Mental Health and High School Curriculum Guide for Secondary Schools which can be found on [teenmentalhealth.org](http://teenmentalhealth.org). It provides additional content and activities for teachers. Through these lessons, students will become more aware of mental health disorders, various issues that affect mental health and will adopt attitudes and skills that will aid in the reduction of stigma and discrimination against persons with mental health issues.

Mental Health Curriculum Module	HFLE Curriculum Link	Recommendations/Comments
<b>Module 1: The Stigma of Mental Illness</b>		
<p><b>Learning Outcomes/Objectives: Students will learn:</b></p> <ul style="list-style-type: none"> <li>• Stigma surrounding Mental Illness, and the impact of stigma on help-seeking behaviour</li> <li>• Myths and the realities of Mental Illness</li> <li>• Ways to overcome stigma and promote realistic understanding of Mental illness.</li> </ul>		
<p><b>Activity #1</b> - Define Stigma (Handouts) Purpose :</p> <ul style="list-style-type: none"> <li>• Explore the meaning of the term stigma and the relationship between attitudes (beliefs) and discriminatory treatment (behaviour and actions) toward people with mental illness.</li> </ul>	<p><b>GRADE 7</b> <b>Theme:</b> Self and Interpersonal Relationships <b>Module 3:</b> Respect and Tolerance For Self and Others <b>Unit 1:</b> Embracing Diversity <b>Topic:</b> Out of Many One People</p>	
<p><b>Activity #2</b> - Myths and Realities of Mental Illness (Powerpoint Presentation) <b>Purpose:</b></p> <ul style="list-style-type: none"> <li>• To debunk the myths of stigma against mental illness.</li> <li>• To help understand different types of stigma against mental illness.</li> </ul>	<p><b>GRADE 8</b> <b>Theme:</b> Self and Interpersonal Relationships <b>Module 1:</b> Understanding Self <b>Units 1 &amp; 2:</b> Personal Growth &amp; Development/Building Healthy Relationships. <b>Topics:</b> My bounce-a-back-ability/My relationship supports me positively</p>	

Mental Health Curriculum Module	HFLE Curriculum Link	Recommendations/Comments
<p><b>Activity #3</b> - Video – Digital Story Telling - Digital Story Telling is the use of a video made by a person to tell others about something important in that person’s life. In this module, we have placed a number of these digital stories in which youth living with a mental illness have told their story.</p> <p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>To provide students with an opportunity to learn that a person who has a mental illness is a person. The illness does not define who they are.</li> </ul>	<p><b>GRADE 9</b>  <b>Theme:</b> Self and Interpersonal Relationships  <b>Module 1:</b> Understanding Self.  <b>Unit 1&amp;2:</b> Personal Growth and Development/Building Health Relationships.  <b>Topics:</b> Developing Positive Self-concept/Communicating with My Family and Peers</p>	<p>Students can be encouraged to do their digital storytelling on issues that affect them. How they deal with/manage stress, etc.</p>
<p><b>Activity #4</b> - Which People Lived with a Mental Illness (Students are encouraged to do guided research to find out persons who lived meaningful lives even though they had challenges with mental illness.)</p>	<p><b>GRADE 9</b>  <b>Theme:</b> Self and Interpersonal Relationships  <b>Module 1:</b> Understanding Self  <b>Unit:</b> Personal Growth &amp; Development.  <b>Topic:</b> Developing Positive Self-concept</p>	<p>This is a good activity to help to combat some stigma and negative generalizations about people living with mental illness. Students will see that people from all walks of life have been successful while living with a mental illness. This may encourage students who struggle with mental health.</p>
<p><b>Activity # 5</b> - Community Attitudes Survey (Homework)</p> <p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>To analyze the results of a survey completed by students and discuss it in class.</li> <li>Draw conclusions about the community’s awareness of mental illness.</li> </ul>	<p><b>GRADE 7-9</b>  <b>Theme:</b> Self and Interpersonal Relationships  <b>Module(s) 3:</b> Respect and Tolerance For Self and Others  <b>Unit(s) 1:</b> Embracing Diversity.  <b>Topics:</b> Out of Many One People, Respecting Differences, The Road to Tolerance For Caribbean People</p>	<p>The Community Attitudes Survey is quite informative and the curriculum writers modified and presented some best answers from the survey which would be good for students to interact with and learn from. However, this activity may need to be presented more creatively to grasp and keep the attention of the students.</p>

<p><b>Activity # 6 (Optional)</b> - Reducing Stigma - What Works?  <b>Purpose:</b></p> <ul style="list-style-type: none"> <li>To provide students with practical ideas about what they can do to reduce the stigma of mental illness in their everyday lives.</li> </ul>	<p><b>GRADE 7</b>  <b>Theme:</b> Self and Interpersonal Relationships  <b>Module 2:</b> Coping with Risk and Adversity  <b>Unit 2:</b> Building Resilience.  <b>Topic:</b> Stay Positive</p>	<p>This is labelled optional in the Mental Health Curriculum. However, it is a good activity to provide students with practical ideas about what they can do to reduce the stigma of mental illness in their everyday lives. Students may also give a speech on what strategies are effective and not effective. This activity can foster the teaching of Decision Making Skill, Advocacy Skill, Critical Skill and Creative Thinking Skill, etc.</p>
--	--	---



Mental Health Curriculum Module	HFLE Curriculum Link	Recommendations/Comments
<b>Module 2: Understanding Mental Health and Mental Illness</b>		
<p><b>Learning Outcomes/Objectives:</b> Students will learn:</p> <ul style="list-style-type: none"> <li>• That the brain is responsible for cognition, perception, emotions, physical functions, signalling (reactions to the environment) and behaviours</li> <li>• The difference between having a mental problem and mental illness</li> <li>• That a mental illness affects a person's thinking, feelings or behaviour (or all three) and causes that person difficulty in functioning</li> </ul>		
<p><b>Activity # 1:</b> Teenage Brain</p>	<p><b>GRADE 7</b>  <b>Theme:</b> Self and Interpersonal Relationships</p> <p><b>Module 1:</b> Understanding Self  <b>Unit 1:</b> Personal Growth and Development  <b>Topic 1:</b> Adolescence! Big Change! Big Challenge!  <b>Objectives:</b> Analyse factors that influence an adolescent's development</p> <p><b>GRADE 8</b>  <b>Theme:</b> Self and Interpersonal Relationships  <b>Module 1:</b> Understanding Self  <b>Unit 1:</b> Personal Growth and Development  <b>Objectives:</b> Propose strategies to reduce risks and minimize harm to mental and emotional health</p>	<p>The use of the life skill, Critical Thinking and the value of appreciation become practical and necessary with this integration of the two curricula. The grade 8 curriculum speaks to the concept of mental health specifically.</p>
<p><b>Activity # 2:</b> The Common Basis</p>	<p><b>Theme:</b> Self and Interpersonal Relationships  <b>Module 1:</b> Understanding Self  <b>Unit 2:</b> Building Healthy Relationships  <b>Topic 2: Relating to Family, Friends and Others</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Examine the factors necessary for healthy interpersonal relationships</li> <li>2. Examine at least two strategies they can use to improve their interpersonal relationships.</li> </ol> <p><b>Theme:</b> Self and Interpersonal Relationships  <b>Module 2:</b> Coping with Risk and Adversity  <b>Unit 1:</b> Building Resilience  <b>Topic 1:</b> Feelings are Important</p>	<p>The HFLE Curriculum focuses on the factors necessary for healthy interpersonal relationships and the strategies for the improvement of interpersonal relationships. This is in line with the Mental Health Curriculum that speaks to the thought, feelings and interactions of persons with mental health illnesses.</p> <p>The use of case studies and creative expression in the HFLE Curriculum will further concretize the need for not just expression but interaction.</p>

Mental Health Curriculum Module	HFLE Curriculum Link	Recommendations/Comments
<p><b>Activity #3:</b> Language Matters</p> <p><b>Activity #4:</b> Language in the Media</p>	<p><b>GRADE 7</b></p> <p><b>Theme:</b> Self and Interpersonal Relationships  <b>Module 2:</b> Coping with Risk and Adversity  <b>Unit 1:</b> Building Resilience  <b>Topic 1:</b> Feelings are Important  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Critically analyse various feelings expressed by self and peers</li> <li>2. Compare feelings about different experiences. Show a willingness to express their feelings without causing harm to self and others.</li> <li>3. Demonstrate practices to integrate coping skills into building resilience against adverse situations and acts of violence</li> </ol> <p><b>Unit 3:</b> Conflict Management  <b>Topic 1:</b> Conflicts: Where Do I Stand?  <b>Objective:</b></p> <ol style="list-style-type: none"> <li>1. Determine cause and effect of different kinds of hurtful behaviour</li> </ol>	<p>The HFLE Curriculum speaks in-depth about the concepts of applying social and cognitive skills to enhance interpersonal relationships. The activity outlined will equip students with the requisite skills to not only cope with mental illnesses but also assist in seeking the right treatment inclusive of beneficial relationships.</p> <p>The Mental Health Curriculum also speaks to the use of language in the media which could be taken into consideration as the topic of interpersonal relationships is explored in the HFLE Curriculum.</p> <p>3. The HFLE Curriculum addresses the issue of stress which is termed mental distress. As the Mental Health Curriculum speaks to this it can be easily integrated again as a resource tool.</p>
	<p><b>GRADE 9</b></p> <p><b>Theme:</b> Self and Interpersonal Relationships  <b>Module 2:</b> Coping with Risk and Adversity  <b>Unit 1:</b> Developing Emotionally  <b>Topic 1:</b> Stress Management - Take a Deep Breath  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Formulate a definition for stress</li> </ol>	

Mental Health Curriculum Module	HFLE Curriculum Link	Recommendations/Comments
<b>Module 3: Information on Specific Mental Illness</b>		
<b>Learning Outcomes/Objectives: Students will learn to:</b> <ul style="list-style-type: none"> <li>Recognize that mental illnesses are associated with changes in usual brain functions</li> <li>Gain a better understanding of the symptoms, causes, treatments and other supports for specific mental illnesses that commonly arise during adolescence</li> </ul>		
<p><b>Activity # 1:</b> PowerPoint Presentation: What happens when the brain gets sick?</p> <p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>The PowerPoint “What Happens When the Brain Gets Sick?” provides an overview of how the six different brain functions change between a healthy brain and when a mental illness occurs.</li> <li>Students should understand that a mental disorder is due to changes in usual brain function.</li> </ul>	<p><b>GRADE 7</b>  <b>Theme:</b> Self and Interpersonal Relationships  <b>Module 2:</b> Coping with Risk and Adversity  <b>Unit 2:</b> Reducing Risky Behaviours  <b>Topic 1:</b> Stay Positive: Be Drug Free  <b>Topic 2:</b> I am Alcohol-Free</p> <p><b>GRADE 8</b>  <b>Theme:</b> Self and Interpersonal Relationships  <b>Module 2:</b> Coping with Risk and Adversity  <b>Topic 2:</b> Drug-Free, That’s Me!  <b>Topic 3:</b> Take the Lead: Don’t Do Weed</p> <p><b>GRADE 9</b>  <b>Theme:</b> Self and Interpersonal Relationships  <b>Module 2:</b> Coping with Risk and Adversity  <b>Unit 3:</b> Reducing Risky Behaviours  <b>Topic 1:</b> Alcohol: The Worst Drug of All</p>	<p>Powerpoint presentations from the Mental Health Curriculum can be used as an additional resource to increase students' awareness of the adverse impacts of substance misuse on the brain that will support the mentioned HFLE topics.</p>
<p><b>Activity # 1:</b> PowerPoint Presentation: What happens when the brain gets sick?</p> <p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>The PowerPoint “What Happens When the Brain Gets Sick?” provides an overview of how the six different brain functions change between a healthy brain and when a mental illness occurs.</li> <li>Students should understand that a mental disorder is due to changes in usual brain function.</li> </ul>	<p><b>GRADE 9</b>  <b>Theme:</b> Self and Interpersonal Relationships  <b>Module 2:</b> Coping with Risk and Adversity  <b>Unit 1:</b> Developing Emotionally  <b>Topic 1:</b> Stress Management -- Take a Deep Breath</p>	<p>Powerpoint presentation provides background information on stress and how it can affect our mental health.</p>



Mental Health Curriculum Module	HFLE Curriculum Link	Recommendations/Comments
---------------------------------	----------------------	--------------------------

**Activity # 2:** PowerPoint Presentation: Common Mental Illnesses

**Purpose:**

- The PowerPoint “Common Mental Illnesses” provides an overview of common mental illnesses.

**GRADE 8**

**Theme:** Self and Interpersonal Relationships

**Module 1:** Understanding Self

**Unit 1:** Personal Growth and Development

**Topic 1:** Boosting My Emotional Health

**Topic 2:** My Bounce-back-ability

**GRADE 9**

**Theme:** Self and Interpersonal Relationships

**Module 2:** Coping with Risk and Adversity

**Unit 1:** Developing Emotionally  
Stress Management -- Take a Deep Breath

**Topic 2:** Teen Suicide Prevention

**Topic 1:**

This knowledge will be useful in the HFLE topics identified as teachers will be able to increase students' awareness through discussions and other teaching/learning activities.

Mental Health Curriculum Module	HFLE Curriculum Link	Recommendations/Comments
<p><b>Activity # 3:</b> Understanding Common Mental Health Disorders Found in Teenagers</p> <p><b>Purpose:</b> To provide a solid understanding of the five most common mental disorders that are found in teenagers: ADHD, Depression, Panic Disorder, Social Anxiety Disorder and Obsessive Compulsive Disorder</p> <p>Seven (7) YouTube Links on Common Adolescents' Mental Health Disorders provided to increase understanding.</p> <ol style="list-style-type: none"> <li>1. Jack and Jill Have ADHD <a href="https://youtube/rLghxG3mGMM">https://youtube/rLghxG3mGMM</a></li> <li>2. Teen ADHD <a href="https://youtu.be/rIKMo8VuC_c">https://youtu.be/rIKMo8VuC_c</a></li> <li>3. Tom has Separation Anxiety Disorder <a href="https://youtu.be/jEkFp0Ux4OQ">https://youtu.be/jEkFp0Ux4OQ</a></li> <li>4. Ellie's Depression <a href="https://youtu.be/i8EPzKxAiVw">https://youtu.be/i8EPzKxAiVw</a></li> <li>5. Dylan's Panic Disorder <a href="https://youtu.be/R3S_XYaEPUs">https://youtu.be/R3S_XYaEPUs</a></li> <li>6. Understanding Obsessive Compulsive Disorder (OCD) <a href="https://youtu.be/ua9zr16jC1M">https://youtu.be/ua9zr16jC1M</a></li> <li>7. Social Anxiety Disorder <a href="https://youtu.be/kitHQUWrA7s">https://youtu.be/kitHQUWrA7s</a></li> </ol>	<p><b>GRADE 7</b> <b>Theme:</b> Self and Interpersonal Relationships <b>Module 1:</b> Understanding Self <b>Unit 1:</b> Personal Growth and Development <b>Topic 1:</b> Adolescence! Big Change! Big Challenge! <b>Topic 2:</b> The I in Me</p> <p><b>GRADE 7</b> <b>Theme:</b> Self and Interpersonal Relationships <b>Module 1:</b> Understanding Self <b>Unit 2:</b> Building Healthy Relationships <b>Topic 1:</b> Defining Self: Maintaining Relationships <b>Topic 2:</b> Relating to Family, Friends and Others</p> <p><b>GRADE 7</b> <b>Theme:</b> Self and Interpersonal Relationships <b>Module 2:</b> Coping with Risk and Adversity <b>Unit 1:</b> Building Resilience <b>Topic 1:</b> Feelings are Important</p> <p><b>GRADE 8</b> <b>Theme:</b> Self and Interpersonal Relationships <b>Module 1:</b> Understanding Self <b>Unit 1:</b> Personal Growth and Development <b>Topic 1:</b> Boosting My Emotional Health <b>Topic 2:</b> My Bounce-back-ability</p>	<p>Each topic identified in the HFLE curricula, shown in the previous column, provides strategies and activities to foster good emotional and mental health.</p> <p>These strategies and activities can assist teachers, guidance counsellors, parents and any other person who wants to provide support to teenagers displaying common mental health disorders.</p> <p>The video links given by the Mental Health Curriculum can also be used to extend teaching any one of the HFLE topics such as Ellie's Depression video can be shown in Exploration for the Grade 9 lesson on Teen Suicide Prevention.</p> <p>The stories presented in each video can also be used as case scenarios in Elaboration for students to apply life skill and value to resolve an issue.</p>
	<p><b>GRADE 9</b> <b>Theme:</b> Self and Interpersonal Relationships <b>Module 2:</b> Coping with Risk and Adversity <b>Unit 1:</b> Developing Emotionally <b>Topic 1:</b> Stress Management --Take a Deep Breath <b>Topic 2:</b> Teen Suicide Prevention</p>	

Mental Health Curriculum Module	HFLE Curriculum Link	Recommendations/Comments
<p><b>Activity # 4 &amp; 5:</b> Discussion Groups/Sharing the Pieces</p> <p>Purpose:</p> <ul style="list-style-type: none"> <li>To provide information about various common mental disorders.</li> <li>To have students learn about these disorders and share their learning with others.</li> </ul> <p>Eight (8) Handouts prepared to be given to 8 groups outlining facts about the following Mental Health Disorders:</p> <ul style="list-style-type: none"> <li><b>Group 1</b> - Anxiety Disorders</li> <li><b>Group 2</b> - Attention Deficit Hyperactivity Disorder- (ADHD)</li> <li><b>Group 3</b> - Bipolar Mood Disorder</li> <li><b>Group 4</b> - Depression</li> <li><b>Group 5</b> - Eating Disorders</li> <li><b>Group 6</b> - Schizophrenia</li> <li><b>Group 7</b>- Obsessive Compulsive Disorder (OCD)</li> <li><b>Group 8</b> - Post-Traumatic Stress Disorder (PTSD)</li> </ul>		<p>Mental Health Awareness Week is recognized in the first week of October. During this time HFLE teachers and Guidance Counsellors take the opportunity to increase awareness by teaching lessons on mental health issues, particularly suicide prevention.</p> <p>The Mental Health Curriculum's fact sheets provided on 8 different mental health issues affecting teenagers will broaden and enlarge the scope and sequence offered by our teachers during the aforesaid week.</p> <p>The Mental Health Curriculum asked students to be placed in 8 groups, to be given the fact sheet, answer the discussion questions and report findings to each other. It would be ideal to go beyond Activity #5 of just Sharing the Pieces. In groups, students will use the same information provided to be shared at a Mental Health Exposition. Each mental health disorder will have a display where students will be encouraged to use the 4Cs to increase awareness through visual arts and creative expressions.</p> <p>The Fact Sheet on Anxiety Disorders can be disseminated to key stakeholders who will be able to offer support.</p>

Mental Health Curriculum Module	HFLE Curriculum Link	Recommendations/Comments
<b>Module 4: Experiences of Mental Illness and the Importance of Family Communication</b>		
<b>Learning Outcomes/Objective: Students will learn to:</b> <ul style="list-style-type: none"> <li>• Understand on a personal level the way mental illnesses can impact on a person's life.</li> <li>• Appreciate the importance of getting help and proper treatment for a mental illness.</li> <li>• Stress the importance of positive communication between parents and teens</li> </ul>		
<p><b>Activity # 4 &amp; 5:</b> Discussion Groups/ Sharing the Pieces</p> <p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>• To provide information about various common mental disorders.</li> <li>• To have students learn about these disorders and share their learning with others.</li> </ul> <p>Eight (8) Handouts prepared to be given to 8 groups outlining facts about the following Mental Health Disorders:</p> <ul style="list-style-type: none"> <li>• <b>Group 1</b> - Anxiety Disorders</li> <li>• <b>Group 2</b> - Attention Deficit Hyperactivity Disorder- (ADHD)</li> <li>• <b>Group 3</b> - Bipolar Mood Disorder</li> <li>• <b>Group 4</b> - Depression</li> <li>• <b>Group 5</b> - Eating Disorders</li> <li>• <b>Group 6</b> - Schizophrenia</li> <li>• <b>Group 7</b> - Obsessive Compulsive Disorder (OCD)</li> <li>• <b>Group 8</b> - Post-Traumatic Stress Disorder (PTSD)</li> </ul>	<p><b>GRADE 7</b>  <b>Theme:</b> Safety and Security  <b>Module 1:</b> Exploring Concepts of Protection, Safety and Security  <b>Unit 2:</b> Protection from Harm.  <b>Topic:</b> Overcoming Truancy.</p> <p><b>GRADE 7</b>  <b>Theme:</b> Safety and Security  <b>Module 2:</b> Factors Influencing Behaviours Related to Safety and Security:  <b>Unit 2:</b> Reducing Risky Behaviours.  <b>Topic:</b> (Reporting Abuse).</p> <p><b>GRADE 8</b>  <b>Theme:</b> Self and Interpersonal Relationships  <b>Module 1:</b> Understanding Self  <b>Unit 1:</b> Personal Growth and Development.  <b>Topic:</b> Boosting my Emotional Health.  <b>Module 1:</b> Understanding Self  <b>Unit 2:</b> Building Healthy Relationships.  <b>Topic 1:</b> My Relationships Support Me Positively.</p> <p><b>GRADE 8</b>  <b>Theme:</b> Safety and Security  <b>Module 2:</b> Factors Influencing Behaviours Related to Safety and Security  <b>Unit 1:</b> Risk Factors to Protection, Safety and Security.  <b>Topic 1:</b> My Choices Make Me Safe and Secure.</p> <p><b>Please Note:</b>  <i>The first objective in the lesson asks students to: Examine the causes and effects of violence (This gives an opportunity for the video discussion in the Mental Health Curriculum)</i></p>	<p>Although the video is discussing mental illness the discussion nestles well with the content of truancy where the content speaks to mental illnesses that may cause students to stay away from school while putting themselves at risk for harm.</p> <p>The Discussion Question in the Mental Health Curriculum – “Did the illness cause the person difficulty in their life? In what ways?” can be expanded to include the HFLE Activity in Module 1- Causes of Truancy</p> <p>The video also discusses emotional abuse which could be explored in HFLE's grade 7 Module 2.</p> <p>Module 1 in Grade 8 also lends itself to what is shared in the video by the characters where anxiety, depression and needing to belong are spoken of as symptoms of diagnosed disorders.</p> <p>Unit 2 in Grade 8 Module 1 connects well with the learning outcomes of Module 4 in the Mental Health Curriculum - The 2nd video speaks of supportive friends and family members which is explored in HFLE's Grade 8 Topic 1 in Module 2</p> <p>A cautionary note is in the Mental Health Curriculum regarding suicide. Although the students may ask questions about suicide based on the information shared in the video, facilitators are asked not to make this lesson on suicide. However, I am suggesting if suicide emerges this can be treated with the lesson in the grade 9 HFLE Curriculum. Ensure that in these lessons methods of suicide are not discussed.</p>

Mental Health Curriculum Module	HFLE Curriculum Link	Recommendations/Comments
<b>Activity # 2:</b> How Do I Teen My Parent	<b>GRADE 9</b> <b>Theme:</b> Self and Interpersonal Relationships <b>Module 1:</b> Understanding Self Topic: Developing Positive Self Concept	There is a direct link between this section in the HFLE curriculum and the section on 'identity' in the resource document "How Do I Parent My Teen."
	<b>GRADE 9</b> <b>Theme:</b> Self and Interpersonal Relationships <b>Module 2:</b> Coping with Risk and Adversity Topic: Stress Management-Take a Deep Breath	These two sections can be linked with -Dangerous Behaviour and Mental Illness in Adolescence
	<b>GRADE 9</b> <b>Theme:</b> Self and Interpersonal Relationships <b>Module 2:</b> Coping with Risk and Adversity <b>Topic 2:</b> Teen Suicide Prevention	This module can be linked with the section on Mental Illness in Teenagers along with Teenage Stress
	<b>GRADE 9</b> <b>Theme:</b> Self and Interpersonal Relationships <b>Module 2:</b> Coping with Risk and Adversity <b>Topic:</b> Alcohol: The Worst Drug of All	This module can be linked with the section on Healthy Growth and Development and Dangerous Behaviour
	<b>GRADE 9</b> <b>Theme:</b> Safety and Security <b>Module 2:</b> Factors Influencing Behaviours Related to Safety and Security	This module can be linked with the section on Communication and Technology

Mental Health Curriculum Module	HFLE Curriculum Link	Recommendations/Comments
<b>Module 5: Seeking Help and Finding Support</b>		
<p><b>Learning Outcomes/Objectives: In this lesson, students will learn to:</b></p> <ul style="list-style-type: none"> <li>• Understand that people may need support to deal with some very stressful life events and situations</li> <li>• Distinguish between “normal” responses to stress and those that may indicate a need for additional support from health professionals</li> <li>• Get students to consider who they could talk to if they were worried about their own mental health, or that of a friend or relative</li> <li>• Identify support personnel in the school relevant to mental health</li> <li>• Become familiar with the range of community-based healthcare services and groups available to support people who are experiencing mental illness and their families and friends</li> </ul>		
<p><b>Activity 1: Treatment &amp; Recovery</b></p>	<p><b>GRADE 8</b>  <b>Theme:</b> Self and Interpersonal Relationships  <b>Module 1:</b> Understanding Self  <b>Unit 1:</b> Personal Growth and Development  <b>Topic 1:</b> Boosting My Emotional Health</p> <p><b>GRADE 9</b>  <b>Theme:</b> Self and Interpersonal Relationships  <b>Module 2:</b> Coping with Risk and Adversity  <b>Unit 2:</b> Developing Emotionally  <b>Topics 1:</b> Stress Management- Take a Deep Breath  <b>Topic 2:</b> Teen Suicide Prevention</p>	<p>The learning objectives, 1, 2 and 4 (The Mental Health Curriculum), can be used to support the context of how activity 2 (HFLE guide) is processed with students. It will give students a deeper connection with the context through the PowerPoint presentation "What you need to Know Part 1.</p> <p>This topic would also be of great benefit if further developed and placed after in Unit 2 Topic 1 "Feelings are Important." The topic could also be incorporated in "Stress Management-Take a Breath and "Teen Suicide Prevention" as "Treatment and Recovery" are very critical to these areas.</p>

**Activity 2: Getting Help**

**GRADE 8**  
**Theme:** Self and Interpersonal Relationships  
**Module 1:** Understanding Self  
**Unit 1:** Personal Growth and Development  
**Topic 1:** Boosting My Emotional Health  
**Topic 2:** 'My Bounce-back-ability'

**GRADE 9**  
**Theme:** Self and Interpersonal Relationships  
**Module 2:** Coping with Risk and Adversity  
**Unit 2:** Developing Emotionally  
**Topics 1:** Stress Management- Take a Deep Breath  
**Topic 2:** Teen Suicide Prevention

The activities in this section can be utilized in the first two topics in the theme Self and Interpersonal Relationships - 'Boosting My Emotional Health' and 'My Bounce-back-ability'.

These two topics focus on positive mental health. These activities are linked to Grade 9 Self and Interpersonal Relationships Unit 2 Topics 1 and 2 "Stress Management- Take a Deep Breath" and "Teen Suicide Prevention"

Mental Health Curriculum Module	HFLE Curriculum Link	Recommendations/Comments
<p><b>Activity 3:</b> My Health Questions</p>	<p><b>GRADE 8</b>  <b>Theme:</b> Self &amp; Interpersonal Relationships  <b>Module 1:</b> Understanding Self  <b>Unit 1:</b> Personal Growth and Development  <b>Topic 1:</b> Boosting My Emotional Health</p>	<p>This activity is directly linked to the last activity on the topic of 'Boosting My Emotional Health'. Students can adapt the health questions (which are targeted to parents) and include these questions in a role-play between students and their healthcare providers.</p>
<p><b>Activity 4:</b> Support Strategies (Homework)</p>	<p><b>GRADE 8:</b>  <b>Theme:</b> Self &amp; Interpersonal Relationships  <b>Module 1:</b> Understanding Self  <b>Unit 1:</b> Personal Growth &amp; Development  <b>Topic 1:</b> Boosting My Emotional Health</p> <p><b>GRADE 9</b>  <b>Theme:</b> Self and Interpersonal Relationships  <b>Unit 2:</b> Building Healthy Relationships  <b>Topics 1:</b> Stress Management- Take a Deep Breath  <b>Topic 2:</b> Teen Suicide Prevention</p>	<p>This activity can also be incorporated into the role-play activity in Topic 1. Students will read the resource and incorporate the strategies they have learned to support their peers in the role play.</p> <p>Using this activity with Grade 9 Self and Interpersonal Relationships Unit 2 Topics 1 and 2 "Stress Management- Take a Deep Breath" and "Teen Suicide Prevention" will add a needed perspective to the units or develop them as a stand-alone unit to appear after both units.</p>

Mental Health Curriculum Module	HFLE Curriculum Link	Recommendations/Comments
<b>Module 6:</b> The Importance of Positive Mental Health		
<b>Learning Outcomes/Objectives: In this lesson, students will learn:</b> <ul style="list-style-type: none"> <li>• Everyone has mental health even if a person has a mental illness</li> <li>• What the stress response is and how to use it can help a person better adapt to life and develop resilience</li> <li>• Strategies that we use to develop good mental health are very similar to those we use to develop good physical health</li> </ul>		
<b>Activity 1:</b> Understanding the Stress Response	<b>GRADE 7</b> <b>Theme:</b> Self and Interpersonal Relationships <b>Module1:</b> Understanding Self <b>Module 2:</b> Coping with Risk and Adversity: <b>Unit 1:</b> Developing Emotionally <b>Unit 2:</b> Conflict Management <b>Unit 3:</b> Reducing Risky Behaviour	Units though not directly mapped have some key components through which commonalities are seen. In the Mental Health Curriculum, wherein the matter of stress is defined and responses to stressors are examined, the HFLE curriculum treats with key stressors and looks at the life skills and values to be developed in students to aid in stress reduction.
	<b>GRADE 7</b> <b>Theme:</b> Safety and Security <b>Module 1:</b> Exploring Concepts of Protection, Safety and Security <b>Unit 1:</b> Understanding My Rights as a Child within the Family and Society <b>Module 2:</b> Factors Influencing Behaviours Related to Safety and Security <b>Unit 1:</b> Risk Factors to Protection, Safety and Security <b>Unit 2:</b> Reducing Risky Behaviours  <b>GRADE 7</b> <b>Theme:</b> Sexuality and Sexual Health <b>Module 1:</b> Differentiating Between Sex and Sexuality <b>Unit 1:</b> My Body <b>Unit 2:</b> My Sexuality <b>Unit 3:</b> Exploring Gender Issues  <b>Module 2:</b> Sociocultural Influences on Sexual Behaviour <b>Unit 1:</b> Factors that Influence Expression of Human Sexuality  <b>GRADE 8</b> <b>Theme:</b> Self and Interpersonal Relationships <b>Module 2:</b> Coping with Risk and Adversity <b>Unit 1:</b> Reducing Risky Behaviours; Conflict Management	The activities are effectively aligned and can see to the treatment of concepts, content and skills in both curricula.



Mental Health Curriculum Module	HFLE Curriculum Link	Recommendations/Comments
<p><b>Activity 2:</b> Challenging our Thinking</p>	<p><b>GRADE 7</b>  <b>Theme:</b> Sexuality and Sexual Health  <b>Module 1:</b> Differentiating between Sex and Sexuality  <b>Unit 3:</b> Exploring Gender Issues</p> <p><b>GRADE 8</b>  <b>Theme:</b> Self and Interpersonal Relationships <b>Module 1:</b> Understanding Self  <b>Unit 1:</b> Personal Growth &amp; Development  <b>Unit 2:</b> Building Healthy Relationships</p> <p><b>Module 2:</b>  <b>Unit 1:</b> Reducing Risky Behaviour  <b>Unit 2:</b> Conflict Management</p> <p><b>Module 2:</b> Coping with Risk and Adversity  <b>Unit 1:</b> Reducing Risky Behaviours; Conflict Management</p>	<p>Activity 2 seeks to define mental health as well as social, emotional and psychological well-being. Taking Charge of My Health Activity can be used to further augment HFLE Curricula.</p>
<p><b>Activity 3:</b> Reviewing Useful Strategies for Modulating the Intensity of the Stress Response</p>	<p><b>GRADE 9</b>  <b>Theme:</b> Self and Interpersonal Relationships <b>Module 1:</b> Understanding Self  <b>Unit 2:</b> Building Healthy Relationships  <b>Topic:</b> Effective Communication with My Family and Peers</p> <p><b>GRADE 8</b>  <b>Theme:</b> Self and Interpersonal Relationships  <b>Module 1:</b> Understanding Self  <b>Unit 1:</b> Personal Growth and Development  <b>Topic 2:</b> My Bounce-back-ability</p>	
<p><b>Activity 4:</b> Taking Charge of My Health (homework)</p>	<p><b>GRADE 9</b>  <b>Theme:</b> Safety and Security  <b>Module 1:</b> Exploring Concepts of Protection, Safety and Security  <b>Unit 1:</b> Understanding Rights and Responsibilities  <b>Topic:</b> Self-Protection: My Right, My Responsibility</p> <p><b>GRADE 8</b>  <b>Theme:</b> Self and Interpersonal Relationships <b>Module 1:</b> Understanding Self  <b>Unit 1:</b> Personal Growth and Development  <b>Module 2:</b> Coping with Risk and Adversity  <b>Unit 1:</b> Reducing Risky Behaviours</p>	

Mental Health Curriculum Module	HFLE Curriculum Link	Recommendations/Comments
	<p><b>GRADE 9</b>  <b>THEME:</b> Safety and Security  <b>Module 1:</b> Exploring Concepts of Protection, Safety and Security  <b>Unit 1:</b> Understanding Rights and Responsibilities  <b>Topic:</b> Self-Protection: My Right, My Responsibility</p> <p><b>GRADE 8</b>  <b>Theme:</b> Self and Interpersonal Relationships  <b>Module 1:</b> Understanding Self  <b>Unit 1:</b> Personal Growth and Development  <b>Topic 2:</b> My Bounce-back-ability</p>	

## **Rationale for Layers of Intellectual Qualities/Virtues**

The curriculum was designed for students at the lower secondary level. The age cohorts being catered to are 11 to 12 years for Grade 7; 13 to 14 years for Grade 8 and 15 – 16 years for Grade 9. Since younger children are more sensitive and open to change, catering to their spiritual needs can have a profound influence on their development of moral and ethical virtues. An active conscience is enhanced by including sacred/spiritual principles among the forms of knowledge for screening or examining experiences, thoughts, feelings and overt actions. Emphasis is placed on spiritual insight and safeguards that can encourage greater attention to the intellectual qualities that are associated with critical thinking and emotional intelligence. These insights and safeguards are categorized into the following dimensions:

- **Vision of self and others**
- **Sense of the sacred**
- **Purpose of life and life-forms**
- **Stewards of the environment**

Suggested core values/virtues that are related to these dimensions are presented at the start of each module for each theme to serve as a major guide at the instructional level.

To continue the focus on spirituality but in terms of helping students determine principles for practice that are to be norms for them, moral lenses are introduced. The focus is on the quality of options, behaviours and decisions based on what is accepted as “right” or “wrong” given contextual factors. These lenses are:

- **Respect for self**
- **Respect for others**
- **Positive outlook**
- **Stewardship/service**

It is anticipated that spiritual principles would be used to determine the appropriateness of behaviours (self and others) to make conclusions about “right” and “wrong” as universal standards and in the Caribbean context in particular.

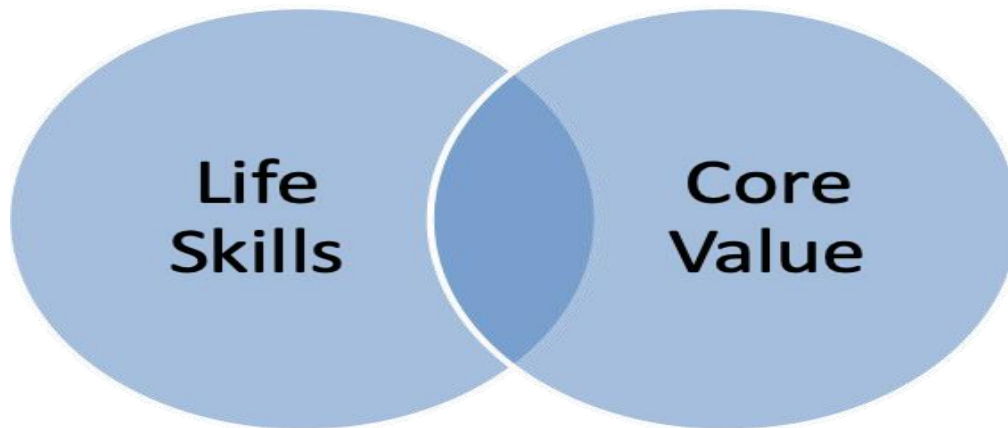
As students begin to prepare to choose their career path as a major requirement for specialization at the upper secondary level, they should be more aware of expected codes of context beyond the boundaries of school. To influence continuity in focusing on values and attitudes, ethical lenses are presented as another set of lenses through which to explore each theme.

These ethical lenses are:

- **Rights and responsibility**
- **Appropriate use of power**
- **Self-Enhancing Relationships**
- **Stewardship/service**

One common core value that is spread across the three forms of intelligence is stewardship in relation to the theme on the environment. This is based on the understanding that the environment is more than a physical place or space in that it has spiritual and psycho-social dimensions for which everyone is responsible at some stage of the life cycle. Preserving, improving and caring for the environment has to be considered from a spiritual, moral and ethical standpoint given the interplay between nature and the need to nurture different life forms. Additionally, the dynamics of the various dimensions of the environment continue to account for the issues that have given rise to the HFLE curriculum.

### THE RELATIONSHIP BETWEEN LIFE SKILLS AND CORE VALUES



#### Valued Behaviour

Core Values: Life skills have been defined by the World Health Organization (WHO) as “abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life”.

Life skills are psycho-social in nature and require intellectual abilities that are valued. These include:

- Reflective thinking (critical thinking and problem solving)
- Personal skills such as self-awareness
- Interpersonal skills.

Core values: Fundamental beliefs of a person or group that serve as guiding principles or that dictate behaviour and action.

Core values can help people to know behaviours that are appropriate and those that are inappropriate so that individuals can determine right from wrong.

Please see the websites below for a list of defined values:

<http://www.worldlanguageprocess.org/comic%20books/virtues%20list.htm>

<http://www.virtuescience.com/virtuelist.html>

Table 1. Suggested Core Values and supporting Curriculum Elements

Themes & Subthemes	Core Values/Intellectual Qualities	Affective Objectives	Reflective Questions
<p>Understanding Self</p> <ul style="list-style-type: none"> <li>• Coping with risks and adversity</li> <li>• Diversity among Caribbean people</li> </ul>	<ul style="list-style-type: none"> <li>• Respect for self and others               <ul style="list-style-type: none"> <li>• Persevering to</li> <li>• Cooperating to complete assigned tasks/duties</li> <li>• Community spirit</li> <li>• Participation in wholesome community activities</li> <li>• Caring for self and caring about others</li> <li>• Fairness in dealing with others</li> <li>• Democracy in making decisions</li> <li>• Dependable/</li> <li>• Reliable in keeping promises</li> <li>• Honesty in getting &amp; giving information</li> <li>• Loyalty to a “right” cause</li> <li>• Open-minded when exposed to new ideas</li> <li>• Creativity in solving problems</li> <li>• Innovative use of limited resources</li> <li>• Optimistic when required to change</li> <li>• Nurturing talents and gifts</li> </ul> </li> </ul>	<p>Identify core values that are normally observed and/or ignored</p>	<ol style="list-style-type: none"> <li>1. What does my behaviour (thought or feeling or action) say about me?</li> <li>2. Why should I change or keep behaving as I normally do?</li> <li>3. How do I know that I am improving or behaving better?</li> <li>4. What do others have to say about me and why?</li> <li>5. What will I do to continue to improve and/or excel?</li> <li>6. How does my conduct show that I am ethical?</li> <li>7. How spiritually mature am I?</li> </ol> <p><b>Methodology</b></p> <ul style="list-style-type: none"> <li>• Affirming others – sharing commendable qualities that are seen in others</li> <li>• Portfolio of artefacts as evidence of efforts to change or to support the efforts of others to change</li> </ul>

Themes & Subthemes	Core Values/Intellectual Qualities	Affective Objectives	Reflective Questions
<p>Self &amp; Interpersonal Relationships</p> <ul style="list-style-type: none"> <li>• Difference between sex &amp; sexuality</li> <li>• Socio-cultural influence on sexual behaviours</li> <li>• Managing reproductive health</li> <li>• Reducing vulnerability to priority problems</li> <li>• Access sources of health information &amp; services</li> <li>• Making healthy choices</li> <li>• Good health &amp; quality living</li> </ul>	<ul style="list-style-type: none"> <li>• Commitment to a course of “right” action or principles</li> <li>• Respect for the harmonious relationship between body and spirit</li> <li>• Honour the place of sacred/ spiritual principles</li> <li>• Integrity in building &amp; maintain healthy relationships</li> <li>• Reliability in observing rights &amp; responsibilities</li> <li>• Considering the effect of cultural practices</li> <li>• Courage to question myths and to face the consequences of personal actions</li> <li>• Responsibility in the use of talents/skills</li> <li>• Creativity in using information to preserve health</li> <li>• Compassion for those with sensitive reproductive challenges</li> </ul>	<p>Say why each core value is normally observed or ignored</p>	<ol style="list-style-type: none"> <li>8. What does my behaviour (thought or feeling or action) say about me?</li> <li>9. Why should I change or keep behaving as I normally do?</li> <li>10. How do I know that I am improving or behaving better?</li> <li>11. What do others have to say about me and why?</li> <li>12. What will I do to continue to improve and/or excel?</li> </ol> <p><b>Methodology</b></p> <ul style="list-style-type: none"> <li>• Serving as a critical-caring friend or shadow-observer</li> <li>• Compassionate revelation (kind consideration in sharing observations.</li> <li>• Safe self-disclosure</li> <li>• Portfolios of artefacts and reflections from reorganizing routine/ work schedule to include fitness &amp; wellness activities</li> </ul>

Themes & Subthemes	Core Values/Intellectual Qualities	Affective Objectives	Reflective Questions
<p>Appropriate Eating &amp; Fitness</p> <ul style="list-style-type: none"> <li>• Factors influencing eating &amp; fitness</li> <li>• Sourcing information</li> </ul>	<ul style="list-style-type: none"> <li>• Self-control/</li> <li>• Self-restraint in rationing and in situations of abundance/ scarcity</li> <li>• Respect the physical and physiological needs of the body</li> <li>• Care in the execution of tasks and the manipulation of resources</li> <li>• Safety in handling materials</li> <li>• Attentiveness to detail</li> <li>• Perseverance in physical and mental work</li> <li>• Commitment to fitness goal</li> <li>• Nurturing body, soul and spirit</li> <li>• Sensitivity to the mental and emotional effects of physical exertion and fatigue</li> </ul>	<p>Illustrate changes in their profile as learners that are due to core values that have served as guides.</p>	<p>13. How am I coping with the need to change?</p> <p>14. Where is the evidence that I now live by a set of core values?</p>



Themes & Subthemes	Core Values/Intellectual Qualities	Affective Objectives	Reflective Questions
<p>Managing the Environment</p> <ul style="list-style-type: none"> <li>• Maintaining my environment</li> <li>• Environmental threats</li> </ul>	<ul style="list-style-type: none"> <li>• Efficient in using resources</li> <li>• Stewardship in protecting and preserving the environment</li> <li>• Care in the treatment of the surrounding</li> <li>• Safety in handling living and non-living materials</li> <li>• Commitment to keeping the environment clean, green &amp; beautiful</li> <li>• Humility in relating to other life forms</li> <li>• Appreciation for the contribution of life forms</li> <li>• Responsibility in using space</li> <li>• Respect for geographical boundaries</li> <li>• Caution in exploring unfamiliar contexts/places</li> <li>• Cooperation in the fight against environmental health threats</li> <li>• Collaboration in harnessing resources to develop, and continuously implement environmental policies</li> <li>• Harmony in creating and maintaining a healthy psycho-social environment</li> <li>• Honesty in accepting responsibility for the condition of the physical, social, and spiritual dimensions of the environment</li> <li>• Spiritually virtuous in dealing with environmental issues</li> </ul>	<p>Demonstrate a willingness to self-correct</p>	<p>How has my life been impacting the world?</p>

## GLOSSARY

### DEFINITION OF TERMS FOR SEXUALITY AND SEXUAL HEALTH COMPONENT OF THE HEALTH AND FAMILY LIFE EDUCATION CURRICULUM

**Design:** The biological makeup of a human being.

**Deviance**<sup>1</sup>: the state of diverging from usual or accepted standards, especially in social or sexual behaviour (Oxford Dictionary online)

**Discrimination**<sup>2</sup>: the unjust or prejudicial treatment of persons, especially on the grounds of race, age, class or sex. Discrimination can also simply refer to the recognition of the difference between one thing and another (adapted from Oxford & O'Donell).

**Family:** A social arrangement in which persons who may be related by blood, marriage, adoption or some other factor form a group in order to maintain each other socially, economically and emotionally. (Adapted from various sources; Ramsawan et al & Sandy et al)

**Gender**<sup>3</sup>: refers to the differences in behavioural, cultural, or psychological traits associated with one's biological sex (adapted various sources; Merriam Webster Dict., O'Donell, Macionis, Collins Student Dict.).

**Gender Role:** A person's outward expression of who they are as a male or a female, which is often based on the prevalent cultural and social norms and attributes about what is acceptable feminine or masculine roles and behaviours. (Jamaican Guidelines for Comprehensive Sexuality Education, 109)

**Gender Identity:** An image of oneself as relatively masculine or feminine in characteristics (Berk, 263)

**Heterosexual**<sup>4</sup>: refers to being sexually attracted to persons of the opposite sex. (Oxford Dictionary online)

**Homosexual**<sup>5</sup>: refers to being sexually attracted to people of one's own sex. (Oxford Dictionary online)

**Human Right**<sup>6</sup>: a moral or social good that is believed to belong justifiably to every person by virtue of their humanity (modified from various sources; Oxford Dictionary of Politics, Oxford Dictionary)

**Manhood:** the qualities a culture considers to be characteristic of a man.

**Marriage**<sup>7</sup>: refers to the legal union of a man and a woman, by which they become husband and wife (modified from Oxford Dictionary)

**Phobia:** an extreme or irrational fear of aversion to a person, place, thing or situation.

**Respect:** to acknowledge and regard a person, place, or thing as inherently valuable.

**Sex:** refers to being either male or female characterized by the presence of either male genitals or female genitals.

**Sensuality:** Enjoyment, expression or pursuit of physical, especially sexual, pleasure.

**Sexual Intercourse:** penetration of the vagina by the penis for the purpose of pleasure and/or reproduction; also referred to as sex.

**Sexuality:** Sexuality is the total expression of who we are as human beings – values, mental attitudes, physical appearance, beliefs, emotions, likes, dislikes, our spiritual selves and how we are socialized. It involves our entire self-concept. It begins at birth and lasts a lifetime. It also encompasses sensuality, sexual identity as pertains to male and female, intimacy, sexualisation, sexual health and reproduction. (HFLE Resource Handbook)

**Social Role:** a culturally determined function, duty or responsibility that society assigns to a person

**Stigma:** shame or disgrace associated with a particular behaviour, circumstance, quality, or person (modified from Collins Student Dictionary)

**Tolerance:** the respect accorded to a person whose beliefs or practices are conflicting or differing from one's own. It is important to note that tolerance is **not acceptance** of beliefs or practices differing from one's own.

**Womanhood:** the qualities a culture considers to be characteristic of a woman.

## REFERENCES

- Berk, L.B. (2004). *Development Through the Lifespan*, 3<sup>rd</sup> Edition. USA: Pearson Education Inc.
- Caribbean Examinations Council (2010). *Social Studies Syllabus*. Kingston, Jamaica: Ian Randle Publishers.
- Collins Student Dictionary for the Caribbean (2006) Glasgow, Great Britain: HarperCollins Publishers.
- Grayson, S.C. and Mervyn C. Sandy (2000). *Social Studies Essentials*. Jamaica: Carlong Publishers Limited.
- Macionis, J. and Ken Plummer (1997). *Sociology: A Global Introduction*. Essex, England: Prentice Hall.
- McLean I. and Alistair McMillan (2003). *Oxford Concise Dictionary of Politics*. Great Britain: Oxford University Press.
- O'Donnell, G. (1994). *Sociology Today*. Great Britain, UK: Cambridge University Press.
- Ramsawak, R. and Ralph R. Umraw (2009). *Modules in Social Studies with SBA Guide, New Edition*. Trinidad: Caribbean Education Publishers.

### Endnotes

- <sup>1</sup> Deviance (2012) In Oxford Dictionaries online. Retrieved from <http://oxforddictionaries.com/definition/english/deviance>
- <sup>2</sup> Discrimination (2012) In Oxford Dictionaries online. Retrieved from <http://oxforddictionaries.com/definition/english/discrimination?q=discrimination>
- <sup>3</sup> Gender (2012) In Merriam-Webster Dictionary online. Retrieved from <http://www.merriam-webster.com/dictionary/gender>  
Gender (2012) In Oxford Dictionaries online. Retrieved from <http://oxforddictionaries.com/definition/english/gender?q=gender>
- <sup>4</sup> Heterosexual (2012) In Oxford Dictionaries online. Retrieved from <http://oxforddictionaries.com/definition/english/heterosexual?q=heterosexual>
- <sup>5</sup> Homosexual (2012) In Oxford Dictionaries online. Retrieved from <http://oxforddictionaries.com/definition/english/homosexual?q=homosexual>
- <sup>6</sup> Human Right (2012) In Oxford Dictionaries online. Retrieved from <http://oxforddictionaries.com/definition/english/human%2Bright?q=human+right>
- <sup>7</sup> Marriage (2012) In Oxford Dictionaries online. Retrieved from <http://oxforddictionaries.com/definition/english/marriage?q=marriage>
- <sup>8</sup> Phobia (2012) In Oxford Dictionaries online. Retrieved from <http://oxforddictionaries.com/definition/english/phobia?q=phobia>

