

HEALTH AND FAMILY LIFE EDUCATION CURRICULUM

GRADES 4-6
NEW EDITION



Ministry of Education and Youth, Jamaica. 2023 ©

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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:

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VISION FOR THE HEALTH AND FAMILY LIFE EDUCATION SCOPE AND SEQUENCE

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.

MISSION STATEMENT

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 guide 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 wellbeing.
- 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, that 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 Education and Youth, 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 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 for our learners 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 make use of 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)

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Ministry of Education and Youth



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.

Responsibilities 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 issues and concerns related to disclosure. Response to such issues should be guided by national and school policies, codes of professional organizations/unions and existing laws.

Responsibilities to Self

- Monitor one's 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 and problem solving
- Emotional coping skills: stress management, self-awareness and skills for increasing internal locus of control

Another way of categorizing life skills, according to the WHO, is as follows:

- Decision making, problem solving
- Creative thinking, critical thinking
- Effective communication
- Interpersonal skills
- Self-awareness
- Empathy
- Coping with emotions and stress

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 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 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 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. Additionally,

students' responses to situations will be influenced by their attitudes whether negative or positive. Placing emphasis on values and attitudes is important if students are to develop the intellectual qualities and dispositions for them to relate to their environment and contribute to a sustainable future. By providing opportunities for students to use moral, ethical and spiritual principles to examine their attitudes and the values that guide them, they will be better able to operate as intelligent beings.

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 Guidelines 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 efforts 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, information presented must be age and culturally appropriate, factual and free from personal bias, prejudice and distortion. Values and attitudes promoted in relation to this area must reflect those consistent with the Ministry of Education and the wider society. Care must be taken when facilitating activities to not expose students to inappropriate content or activities that will 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 HFLE 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 concerns that may arise.

ORGANISATION OF THE CURRICULUM

This revised Curriculum is organised to reflect guidance provided by the HFLE Regional Curriculum Framework for ages 5-12 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 for everyone as these factors help to shape who we are and, in the end, contribute to our acceptance of ourselves. Healthy relationships with family members, schoolmates and others are determined by a healthy self-concept. Students need to develop a healthy sense of self to develop and maintain healthy relationships with family members and friends at school. They need these 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.

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 self 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 and cannot be separated from other aspects of the self. 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, 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 individual as well as long-term national development. The 2008 Reproductive Health Survey indicates that 18% of the 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). They 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 environment from the perspective of the Grade 4-6 student should be defined in terms of the personal and collective responsibility to ensure a healthy environment and consequently, healthy humans. The emphasis is on raising awareness and on personal and collective actions to improve health through ensuring 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 fewer topics, which are aligned to 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. Select those that will be more beneficial to the group. 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 4-6 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, interpersonal, assertiveness and refusal) and to a lesser extent cognitive skills. 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 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.
- Where intervention is needed seek professional help for students
- Disclosures that are made in the classroom should be treated with respect and confidentiality. 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. If there is a rodent problem, focus the lesson on rats and rodent management. You can include, for example, protecting food in situations where rodent infestation is a problem. Similarly, if dumping of household garbage/refuse in gullies and rivers is the problem, highlight that.

- Open burning of garbage is a problem for air pollution and affects the health of individuals with breathing/respiratory problems, 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 as a means of influencing transformation in beliefs and practices that hinder students' holistic development.
- Observe 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.



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, acting to close the gap between 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 enable 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 relationships 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 purpose 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.

LIFE SKILLS	DEFINITIONS	SIGNIFICANCE
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 to maintain good relationships. It involves respecting the positions of others and finding common ground.

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 (where possible)
- Change the subject or walk away
- Report to an adult when necessary

For Younger Learners: No! Go! Tell!

- Say a Loud ‘NO!’
- Run Fast
- Tell a trusted adult

2. Problem Solving Skill

- Stop and think (what’s the problem? Will my action(s) hurt or help?)
- Take a deep breath (stay calm)
- Act (Do the right thing)
- Review (Look back and decide if you had made the right choice)

3. Self-Awareness Skill (Exploring self)

- What am I good at doing? (Identify your strengths)
- What would I like to do better? (Identify your weaknesses)
- What are my positive characteristics/features? (Identify your positive qualities)
- What do I like/dislike?
- Who/what influences how I feel in different situations?

(Exploring feelings and triggers in different situations)

- What are the values and beliefs that are important to me?
- How do I feel about myself and why?
- How can I improve my skills/abilities?
- How can I improve how I feel in different situations?
- How do my attitude, feelings, beliefs or behaviours affect others?
- How can I improve my attitude/behaviour for the future?

For Early Childhood Learners:

- I am
- I feel
- I can

4. Advocacy Skill:

- What is the problem/issue I want to change?
- What kind of change would I like to see?
- How can I solve the problem/issue?
- What messages and tools will I create to influence others?
- Create and present messages to audience

5. Communication Skill

Being an effective listener:

- Face the speaker and make eye contact
- Use correct body language
- Wait for the speaker to stop speaking before you speak
- Ask the speaker to explain when you do not understand

Being an Effective Speaker:

- Face the person and make eye contact
- Wait for the other person to stop speaking before you speak
- Think carefully about what you wish to say before speaking
- Speak clearly, not too fast
- “Use I Statements”
- Watch the listener and pay careful attention to their responses

6. Decision Making Skill

- S – State the problem
- O – Options (weigh options and consequences)
- D – Decide
- A – Act upon your decision

For Early Childhood Learners:

- If I?
- Should I?

7. Creative Thinking skills

- Think about and identify the issue/concern/problem
- Talk about all possible options
- Identify new and innovative solutions
- Choose and use the best option

8. Critical Thinking Skill

- What are the important facts/ideas?
- What do I understand?
- How can I make use of information learnt?
- Choose the best solution/alternative

9. Empathy Skill

- Ask the person to talk about their feelings
- Listen attentively
- Help the person or get help for them
- Be their friend
- Treat them how you would like to be treated

For Early Childhood Learners:

- You are?
- You feel?

10. Negotiation Skill

- Identify the problem
- Speak clearly; say exactly what you want
- Listen carefully to what the other person wants
- Talk about other ways to solve the problem
- Arrive at an agreement that will make both persons happy (If no agreement is reached seek help from a trusted adult and start over.)

11. Healthy Self-management Skill

- Identify behaviours that are good and bad for your health
- State the consequences of these behaviours
- Choose the behaviours that will make you healthy

12. Anger Management Skill

- Identify what is making you angry.
- Try to calm down by:
 - » Taking three deep breaths
 - » Counting backwards slowly
 - » Thinking calm thoughts
 - » Talk to yourself
- Think out loud to solve the problem

- Think about it later. Ask yourself the following questions:
 - » Why was I angry?
 - » What did I do?
 - » What worked?
 - » What didn't work?
 - » What would I do differently?
 - » Did I do a good job?

13. Coping With Stress

- Name the signs of stress you are having (good or bad)
- Identify who or what is causing stress
- Think about then share how it affects you and others
- Talk about positive or negative responses to stressors
- Get help to cope with difficult stressors

14. Conflict Resolution Skill

- Calm down
- Agree to discuss the problem
- Say what is bothering you by using "I messages"
- Take responsibility for your part of the problem
- Think of solutions that will satisfy both persons
- Forgive or say sorry

15. Assertiveness Skill

- Make statements or ask questions confidently and respectfully
- Be polite
- Use "I" statements when talking about how you feel
- Ask for your privacy or personal space to be respected
- Respect the privacy or personal space of others

16. Coping With Emotions Skill

- Think about how you are feeling now
- Name the feeling
- Think about then share what makes you feel this way
- Talk about the consequences of negative or positive responses
- Choose positive ways to express your feelings
- Get help with difficult feelings

GRADE 4

**SELF & INTERPERSONAL
RELATIONSHIPS**

SELF AND INTERPERSONAL RELATIONSHIPS– Grade 4 – TERM 1

REGIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
<p>RSSI1</p> <p>Examine the nature of self, family, school, and community and their influences to build strong, healthy relationships.</p>	<ol style="list-style-type: none"> 1. Assess their self-concept. 2. Recognize how self-concept is fashioned in relationships with family and friends. 3. Recognize ways of building a positive self-concept. 	<ol style="list-style-type: none"> 1. Understanding Self 	<ol style="list-style-type: none"> 1. Personal Development 2. Relationships 	<ul style="list-style-type: none"> • Spotlight on Me • Making Friendships Special • Building Lasting Relationships
<p>RS SI2</p> <p>Acquisition of coping skills to deter behaviours and lifestyles associated with crime, drugs, violence, motor vehicle accidents and other injuries.</p>	<ol style="list-style-type: none"> 1. Identify ways of coping with feelings and emotions when under pressure in adverse situations. 2. Develop refusal and negotiation skills for dealing with risky or adverse situations. 	<ol style="list-style-type: none"> 2. Coping with Risk and Adversity 	<ol style="list-style-type: none"> 1. Dealing with Conflicts 2. Risky Behaviours 	<ul style="list-style-type: none"> • I am a Peacemaker • Drugs and My Body
<p>RS SI 3</p> <p>Respect the rich differences that exist 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"> 1. Affirmation of persons who are different from oneself (in ethnicity and culture). 2. Appreciate that resources among diverse people are essential to developing positive relationships. 3. Appreciate that ethnic and cultural differences can add variety and richness to relationships and to available resources 	<ol style="list-style-type: none"> 3. Diversity 	<ol style="list-style-type: none"> 1. Embracing Diversity 	<ul style="list-style-type: none"> • Our Melting Pot

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 on 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 the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and 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, Social Studies

GRADE 4**Theme: Self and Interpersonal Relationships**

Module 1: Exploring Self and Relationships
 Unit 1: Personal Development

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

1. Understand factors that influence self-concept in an individual
2. Recognize the importance of building a positive self-concept for personal development
3. Apply life skills and virtues needed to build strong healthy relationships

Core Values: Moral lenses - 1. Respect for self 2. Respect for others 3. Positive outlook 4. Stewardship/service

Topic 1: Adolescence! Big Change! Big Challenge!

Life Skills: Social: Refusal, Effective Communication

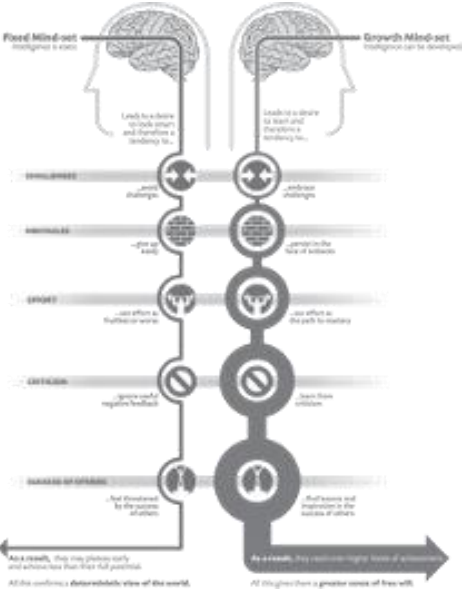
Cognitive: Critical Thinking, Decision Making, Creative Thinking

Coping: Self-awareness, Healthy Self-management

Values/Virtues: Commitment, Respect, Sensitivity, Honesty, Appreciation, Resilience

Objectives	Points to Note/Guidance to Teacher	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"> • Examine the term self-concept • Examine the importance of a positive self-concept in building healthy relationships • Explore factors that contribute to a positive self-concept • Show willingness to reflect on their self-concept • Practise appropriate social skills to improve their self-concept and that of their peers 	<p>The capacity to form and maintain relationships is essential for us to function within society. It is a key component to being mentally and emotionally healthy.</p> <p>It is therefore important for students to understand that they are special and that they have a purpose. Students are to be encouraged to engage in activities and relationships that will help them to build and maintain positive self-concept.</p> <p>Self-concept is the way we see and think about ourselves. This can be either positive or negative. Healthy self-concept is learned through positive reinforcement. This can include saying positive words to oneself while looking in a mirror.</p>	<p>Graphic Organizer/ Discussion</p> <p>Game/ Discussion</p>	<p>Students in groups will design a graphic organizer to represent their understanding of the term self-concept and why they think a positive self-concept is important to personal development. They will present to the whole class. Teacher will clarify and provide feedback where necessary. See sample graphic organizer for self-concept: http://www.storyboardthat.com/teacher-guide/self-esteem</p> <p>Students will play the game Agree, Disagree, Not Sure. Students will respond to the sample values statements below by moving across the classroom to areas labelled "Agree, Disagree or Not Sure" when value statements are read. See the site for sample game instructions: http://www.whizz-kidz.org.uk/uploads/general/Support_us/Get_our_help/Young_people/Meet_the_team/Young_Peoples_Campaigns/Campaigning_game_-agree_disagree_not_sure_or_not_bothered_1__(1).pdf</p>	<p>Points in the discussion indicate a clear and accurate understanding of self-concept</p> <p>Students' responses reflect a clear and accurate understanding of how a positive self-concept helps to build healthy relationships</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria																										
	<p>Self-esteem is how we understand and value ourselves. To improve self-esteem, it is important to explore our talents and set goals.</p> <p>An individual's self-concept can be influenced positively or negatively by the messages we receive from factors such as family, friends, education, media and culture. The message we receive from these factors can build or destroy our self-concept:</p> <table border="1" data-bbox="449 537 913 846"> <tr> <td>Build Self Concept</td> <td>Destroy Self Concept</td> </tr> <tr> <td>Set and Achieve Goals</td> <td>Compare Self to others</td> </tr> <tr> <td>Practise listening to positive words of affirmation</td> <td>Negative Self Talk – I am not good enough</td> </tr> <tr> <td>There are many ways to solve a problem</td> <td>Feels like a failure after one try.</td> </tr> <tr> <td>Experiences love (family and friends)</td> <td>Experiences abuse (family/friends)</td> </tr> </table> <p>Research reveals that successful students are aware of their worth and importance. These students are usually able to resist peer pressure and are less likely to become involved in socially unacceptable behaviours (http://moschoolcounselor.org/files/2014/07/Pointers_Positive_Self-Concept_9-11.pdf). How students view themselves will determine how they experience life. If they see themselves in a positive and healthy light, their life experiences will be positive and healthy. Life will not be free of challenges and adversity; however, it is more likely that students will have a healthier approach to dealing with their daily experiences</p>	Build Self Concept	Destroy Self Concept	Set and Achieve Goals	Compare Self to others	Practise listening to positive words of affirmation	Negative Self Talk – I am not good enough	There are many ways to solve a problem	Feels like a failure after one try.	Experiences love (family and friends)	Experiences abuse (family/friends)	<p>Stimulus Activity</p>	<p>Students will express why they chose Agree/ Disagree/Not sure about statements read and discuss in small groups their view of positive self-concept and the characteristics of self-concept that build healthy relationships. Students are to include these reflective questions in their discussion:</p> <ul style="list-style-type: none"> • How does self-concept (how I feel about myself) affect relationships with others? • How can I encourage my peers to feel good about themselves? <p>Sample values statements may include:</p> <table border="1" data-bbox="1127 643 1703 1138"> <tr> <td colspan="2">To build healthy relationships the following characteristics are important:</td> </tr> <tr> <td>Characteristics of a Positive Self -concept</td> <td>Characteristics of a Negative Self-concept</td> </tr> <tr> <td>It is good to share and be kind to others.</td> <td>I can't waste my precious time on others.</td> </tr> <tr> <td>I am a good person.</td> <td>I don't have any positive qualities</td> </tr> <tr> <td>There are many ways to solve a problem.</td> <td>My way is better than yours.</td> </tr> <tr> <td>I will need friends and family in my life.</td> <td>I can do everything all on my own.</td> </tr> <tr> <td>I love people and use things.</td> <td>I love things and use people.</td> </tr> <tr> <td>I have talents that I can use to help others.</td> <td>My talents are to make me great.</td> </tr> </table> <p>In groups, students will brainstorm different messages that people receive about themselves from family, culture, education, media, friends, church and other factors. They will discuss whether these messages affect a person's self-concept positively or negatively. They will then brainstorm words they think describe them positively and try to identify which factor(s) influenced how they feel about themselves – their self-concept.</p>	To build healthy relationships the following characteristics are important:		Characteristics of a Positive Self -concept	Characteristics of a Negative Self-concept	It is good to share and be kind to others.	I can't waste my precious time on others.	I am a good person.	I don't have any positive qualities	There are many ways to solve a problem.	My way is better than yours.	I will need friends and family in my life.	I can do everything all on my own.	I love people and use things.	I love things and use people.	I have talents that I can use to help others.	My talents are to make me great.	<p>Students' responses reflect a clear and accurate understanding of the factors that contribute to positive self-concept</p>
Build Self Concept	Destroy Self Concept																													
Set and Achieve Goals	Compare Self to others																													
Practise listening to positive words of affirmation	Negative Self Talk – I am not good enough																													
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Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>A student with a performance goal might be worried about looking smart all the time and avoid challenging work. On the other hand, a student with a learning goal will pursue interesting and challenging tasks to learn more.</p> 	<p>Creative Expression</p>	<p>Based on what they have learnt about themselves, students will create a poster, a poem, a slideshow, a “Top Ten” list, etc. to describe themselves. It can be helpful to give students sentence starters to spur their thinking and writing. Examples include:</p> <ul style="list-style-type: none"> • I love because • In the future I will • I am great at <p>Portfolio: The poster or other pieces of work, along with the completed worksheet “Who am I and What Can I Do?” should be placed in a portfolio labelled “Spotlight on me”</p> <p>Students will examine statements made by classmates such as “I never say anything in class because it just doesn’t come out right.” Then they will devise strategies on how to respond, for example, make a card with some encouraging advice. Students will express how they feel about their response and others will share how they feel about being recipients.</p> <p>In groups, students will then identify at least one talent at which they excel. Each group will make a list of the talents in the group and plan an activity to showcase their talents. Students will also match their talents with a future goal and use magazine pictures, images printed from the internet, or personal drawings to create a collage that shows how they plan to achieve that goal with phrases such as “YES, I CAN.” “I WILL,” to communicate that they believe in themselves and their intention to refute potential negative comments and actions from others (family, peers, strangers).</p>	<p>Creative pieces reflect effective use of communication, assertiveness or coping with emotions and appropriate value/virtue such as appreciation</p>

GRADE 4**Theme: Self and Interpersonal Relationships**

Module 1: Exploring Self and Relationships

Unit 2: Relationships

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

1. Understand the importance of valuing friends and family.
2. Appreciate the qualities that they bring to relationships
3. Apply social and cognitive skills to building and maintaining strong and healthy relationships

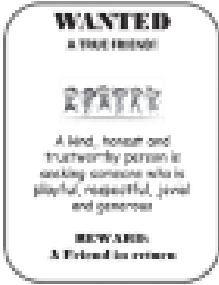
Core Values: Moral lenses – 1. Respect for self 2. Respect for others 3. Positive outlook 4. Stewardship/service**Topic 1: Making Friendships Special****Life Skills:** Social: Communication

Cognitive: Critical Thinking, Decision Making

Coping: Self-awareness

Values/Virtues: Caring, Compassion, Consideration, Courtesy

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"> • Discuss the characteristics of a good friend • Share strategies to deal with changes that may occur in friendships • Practise behaviours that promote good friendships • Demonstrate qualities of a good friend through appropriate social or coping skills 	<p>International Friendship Day The United Nations has declared July 30th International Day of Friendship with the idea that “friendship between peoples, countries, cultures and individuals can inspire peace efforts and build bridges between communities.”</p> <p>Through friendship, we can contribute to the fundamental shifts that are urgently needed to achieve lasting stability, weave a safety net that will protect us all, and generate passion for a better world where all are united for the greater good. http://www.un.org/en/events/friendshipday</p> <p>Essential Friendship Characteristics</p> <ul style="list-style-type: none"> ✓ I am trustworthy. ✓ I am honest with others. ✓ I am generally very dependable. ✓ I am loyal to the people I care about. ✓ I experience and express empathy for others. 	<p>Discussion/ Creative Arts/ ICT</p>	<p>In groups, students will use these reflective questions in their discussion on the characteristics of a good friend:</p> <ul style="list-style-type: none"> • How am I a good friend? • How do I display the characteristics of a good friend? • Who can I ask to help me develop the characteristics of a good friend? <p>Each group will then create an advertisement for a good friend. The advertisement should include positive reasons for wanting a friend and the positive qualities the friend should have. Students will list the benefits that can be expected from having them as friends on friendship cards or friendship-drawn trees. Completed works may be added to their portfolios or displayed in class or around the school.</p> <p>Sample advertisement for TV/Newspaper</p>	<p>Discussion and advertisement reflect a clear and accurate understanding of the characteristics of a good friend</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<ul style="list-style-type: none"> ✓ I am non-judgemental ✓ I am a good listener. ✓ I am supportive of others. ✓ I am self-confident. ✓ I am usually able to see the humour in life. ✓ I am fun to be around. <p>Changes in Friendships Healthy friendships are important for children's social and emotional well-being. They teach children empathy, and fairness and help foster a sense of belonging. As children get older, friendships play an increasingly important role in their lives and as children grow and change, friendships will inevitably change too. Changes in friendships may stir a range of strong emotions in children and may be their first experience of grief and rejection.</p> <p>Children need to have strategies for dealing with changes in friendships such as conflict, growing apart, changes in interests, or changing schools.</p> <p>Strategies may include:</p> <ul style="list-style-type: none"> ✓ Celebrating the positives ✓ Talking about feelings ✓ Seeking support ✓ Keeping in touch ✓ Having multiple friendships ✓ Practising to repair damage 	<p>Scenarios/ Discussions</p>	<p>Sample advertisement for TV/Newspaper Please note: Advertisements can be created using any type of technology.</p>  <p>For the television advertisement follow these instructions: https://www.hellowonderful.co/post/EASY-DIY-RECYCLED-CARDBOARD-TV-SHOWING-OFF-YOUR-KIDS -----ART</p> <p>In groups, students will explore strategies they may employ to maintain friendships or end them amicably. Students will be given scenarios to represent changes in friendships. In the discussions, students will use the following questions to help them deal with changes that will occur in friendships:</p> <ul style="list-style-type: none"> • What can the friends do to maintain their friendship? • Who can they seek help from? • How do I practise the qualities of a good friend to maintain a good friendship? • How can I help my peers display the characteristics of a good friend? 	<p>Students' responses reflect appropriate value/virtue such as compassion or courtesy when sharing positive strategies that can be employed to manage changes in friendships</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Importance of friendship</p> <p>The philosopher Aristotle said, “In poverty and other misfortunes of life, true friends are a sure refuge. They keep the young out of mischief; they comfort and aid the old in their weakness, and they incite those in the prime of life to noble deeds.”</p> <ul style="list-style-type: none"> ✓ Good friendships help us to appreciate the sanctity of life. We learn values/ virtues like honesty, courtesy, politeness and respect. ✓ Good friendships promote non-violence by helping us to acquire life skills such as decision making, empathy and conflict resolution. ✓ Good friendships promote collaboration, creativity, critical thinking and communication ✓ Healthy friendships foster a sense of belonging that contributes to one’s physical, mental and social well-being which creates a positive self-concept. 	<p>Brainstorming/ Simulations</p>	<p>Sample scenarios: <i>Shenai/Jason and Alyssa/Jordan have been best friends from pre-school. They attend the same church, live in the same community, are in the same class and are members of the school’s 4H and Spanish clubs, Quiz and Football Teams. Alyssa’s father now has a job in another parish and the family has to move. The friends have never been separated for long periods of time and both are distraught by what is about to happen.</i></p> <p>Students will brainstorm scenarios that occur in friendships that may cause arguments/ conflict between friends or hurt their feelings. Students will be divided into groups to discuss one of the scenarios and analyse if persons are exhibiting the characteristics of a good friend. Groups will simulate how they would respond to the situation with behaviours that would promote good friendships.</p> <p>Students will provide feedback to the various groups with additional recommendations where necessary using the following reflective question as a guide:</p> <p>What behaviours will I practise to improve my friendships?</p>	<p>Simulations reflect effective use of decision making skill or problem solving skill along with appropriate value/virtue such as care or consideration</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
		Self-assessment/ Journaling	<p>Students will create a checklist with the characteristics of a good friend. They will also add characteristics in a friend that are most important to them e.g. honesty or kindness if these are not on the list. Students will share the checklist with a friend. Pairs will then observe each other for a month and complete the checklist to assess how well they display the qualities of a good friend to each other. They will share their observations about each other.</p> <p>Students will then share what actions they will take to improve their ability to be a better friend. They will write about the experience in their journal. They can include pictures and drawings to illustrate their feelings about the assessment and actions they will take.</p>	Completed checklist and journal entries reflect effective use of self-awareness skill along with appropriate value/virtue such as compassion or consideration

GRADE 4

Theme: Self and Interpersonal Relationships

Topic 2:

Building Lasting Relationships

Life Skills:

Social: Communication, Empathy, Anger management
 Cognitive: Decision making, Problem solving
 Coping: Self-awareness

Values/Virtues:

Peace, Cooperation, Sensitivity, Appreciation, 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"> Analyse factors that influence the development of strong healthy relationships Evaluate the benefits of healthy relationships Display willingness to demonstrate actions that will build strong healthy relationships Practise social skills to build healthy relationships 	<p>Having meaningful healthy relationships helps you to maintain a positive outlook. Sharing your feelings, concerns, hopes and challenges with others helps you to stay connected and helps you to maintain a healthy level of support and friendship. Below are some factors that contribute to building healthy relationships:</p> <ul style="list-style-type: none"> ✓ Genuinely liking and respecting each other ✓ Doing things just to make each other happy ✓ Enjoying and valuing time together ✓ An ability to show – and accept – affection ✓ Commitment to the relationship; a willingness to stick with the relationship through momentary conflicts ✓ Effective communication and problem solving skills 	<p>Graphic Organizers/ Discussions</p> <p>Interview/ Report</p>	<table border="1" data-bbox="1276 483 1703 706"> <tr> <td data-bbox="1276 483 1411 548">SELF</td> <td data-bbox="1415 483 1564 548"></td> <td data-bbox="1568 483 1703 548">SCHOOL</td> </tr> <tr> <td data-bbox="1276 552 1411 617"></td> <td data-bbox="1415 552 1564 617">FACTORS THAT INFLUENCE RELATIONSHIPS</td> <td data-bbox="1568 552 1703 617"></td> </tr> <tr> <td data-bbox="1276 620 1411 685">FAMILY</td> <td data-bbox="1415 620 1564 685"></td> <td data-bbox="1568 620 1703 685">COMMUNITY</td> </tr> </table> <p>Students will copy from the board or receive a sample graphic organizer and in the boxes provided, they will describe the influence each factor has on their ability to build strong healthy relationships.</p> <p>Where the factors present negative influences students will make recommendations on how to turn them into positive influences. Teacher will clarify and provide feedback where necessary.</p> <p>Students will interview family, peers and community members about what they consider to be the benefits of healthy relationships. Students will share their findings with their group members, tally their scores and create</p>	SELF		SCHOOL		FACTORS THAT INFLUENCE RELATIONSHIPS		FAMILY		COMMUNITY	<p>Graphic organizer and discussion show an accurate understanding of the factors that influence the development of strong healthy relationships</p> <p>Reports reflect a clear and accurate understanding of the benefits of healthy relationships</p>
SELF		SCHOOL											
	FACTORS THAT INFLUENCE RELATIONSHIPS												
FAMILY		COMMUNITY											

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<ul style="list-style-type: none"> ✓ An ability to forgive and accept forgiveness ✓ Realistic and agreed-upon expectations of each other ✓ Time ✓ Communication <p>As humans, the relationships we form with other people are vital to our mental, and emotional well-being and our overall survival. There are many benefits to having a healthy relationship:</p> <ul style="list-style-type: none"> ✓ Healthier behaviours ✓ Greater sense of purpose ✓ Longer lives ✓ Being more empathetic ✓ Being more tolerant ✓ Valuing others more ✓ Getting into fewer conflicts ✓ Showing love and appreciation <p>Human beings are naturally social creatures and crave friendship and positive interactions, just as we do food and water. The better our relationships are, the happier and more productive we are.</p>	Creative Arts	<p>a priority list of benefits with 5 being the highest and one being the lowest based on the ranking for each. They will then select the main benefit and write how it has impacted their lives and their relationships with others and share it with the class.</p> <p>Students will create a book or other creative piece entitled 'Building Positive Relationships' with information on Self, Peers, Family and Community and other areas the teacher deems fit. On separate pages in the book, they will draw or paste a picture of individuals and write how they relate to these persons. They will include experiences they share with each person, how it makes them feel and if they think the relationship is strong/healthy. Students will write how they will change their attitude or behaviour to improve the relationships in the future.</p> <p>Reflective Questions</p> <ul style="list-style-type: none"> • What do I need to do to maintain my relationships? • Why is a healthy relationship important to me? • What is the most important thing I have learned about relationships? 	Creative pieces reflect a willingness to build healthy relationships through values/virtues such as peace or sensitivity and the effective use of self-awareness skill in recognizing their feelings and how they can improve their attitude/behaviour to build strong healthy relationships

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>It is important for children to demonstrate actions that will foster the development of positive relationships by:</p> <ul style="list-style-type: none"> ✓ Developing your people skills ✓ Appreciating and respecting others. ✓ Being Positive. Positivity is contagious, and it will help strengthen your relationships with your peers. No one wants to be around someone who is always negative. ✓ Managing your boundaries. ✓ Listening actively. People respond to those who truly listen to what they have to say. Focus on listening more than you talk. 	Journaling	Students will choose one individual they think they need to have a better relationship with and select a life skill they can use to improve the relationship. In their journals, they will share their experience, actions they have taken and how they feel about the progress made in the relationship	Journal entries reflect effective use of decision making, problem solving, anger management or empathy skill, along with appropriate value/virtue such as love or appreciation, to build healthy relationships

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, 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 the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and 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, Social Studies

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> Demonstrate social skills to resolve conflicts when faced with risky or adverse situations 	<p>It is important to know how to cope with difficulties like disagreements, arguments and even disrespect.</p> <p>Some people use positive music, exercise, sports, games and other group activities at church, school and clubs to help them control their emotions and maintain inner peace.</p> <p>Peace is law and order, the absence of war and a state of harmony and mental calm.</p> <ul style="list-style-type: none"> ✓ Absence of war: freedom from war, or the time when war or conflict ends. ✓ Law and order: the absence of violence or other disturbances within a state ✓ State of harmony: freedom from conflict or disagreement among people or groups of people ✓ Mental calm: a state of serenity, with no anxiety <p>It is important for everyone to respect each other's opinions whether they agree or not and to forgive mistakes.</p> <p>There are many ways of dealing with conflict e.g. C.A.P.S. strategy: Calm down, Agree to work it out Points of view are important Solve the problem.</p>	<p>Research/ Presentation/ Discussion</p>	<ol style="list-style-type: none"> What emotions do you see? What could be taking place? What evidence of conflict do you see? How might this conflict escalate and how might the people involved feel and react? Have you ever experienced or witnessed a conflict you might relate to in any of the pictures? What suggestions would you have for peacefully resolving each conflict? <p>Reflective Questions:</p> <p>How do I express my emotions? How do I resolve conflicts?</p> <p>Students in small groups will research peace activists (people and groups) that promote peace locally and internationally. Each group will be assigned a person or group e.g. Mahatma Gandhi, Nelson Mandela, Peace Corps, PALS, JCF-peace in schools campaign.</p> <p>Students will use a blank sheet of construction paper or a poster board and writing materials to create a poster with important facts about their activities, what they campaigned for and why maintaining peace was important in each situation.</p>	<p>Presentation reflects an understanding of the importance of making peace and displaying appropriate value/virtue such as tranquillity, in adverse situations</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Win/Win strategy</p> <ol style="list-style-type: none"> 1. Cool off 2. "I message" 3. Say back 4. Take responsibility 5. Brainstorm solutions 6. Affirm, forgive, or thank <p>It is important to note that when utilizing the Win/Win strategy students should:</p> <ul style="list-style-type: none"> ✓ Be respectful toward one another ✓ Listen while the other person speaks ✓ Be honest ✓ Avoid blaming, name-calling, or interruptions ✓ Work toward a solution both people are comfortable with <p>Conflict Resolution Skill</p> <ul style="list-style-type: none"> • Calm down • Agree to work it out • Say what is bothering you by using "I messages" • Take responsibility for your part of the problem • Brainstorm solutions that will satisfy both persons • Affirm, forgive or say sorry <p>The "I'm Sorry" Method</p> <ol style="list-style-type: none"> 1. A good apology: 2. Acknowledges the fault 3. Accepts responsibility for it 4. Explains its impact 5. Explains why it happened 6. Communicates regret 	<p>ICT/ Discussion</p>	<p>Guided Questions for Presentation of Poster</p> <ol style="list-style-type: none"> 1. Who is your peaceful activist? 2. Where do they come from? 3. What was their goal? 4. What characteristics did they have? 5. How did they achieve or attempt to achieve their goal of peacemaking? 6. How did their methods promote peace? 7. Why was it important for them to advocate for peace? 8. What happens in situations that are not resolved peacefully? <p>Presentation and Discussion of Posters Each group will use a creative method (role play/poetry) to present their findings on the activist they researched.</p> <p>Students will present their information to the class. Posters can be displayed on Peace Day.</p> <p>Reflective Questions What can I do to promote peace among my friends? How can I be a peace activist?</p> <p>Students will watch videos on principles involved in peace-making and analyse the steps involved; https://www.youtube.com/watch?v=0DXhww1bQVA or https://www.youtube.com/watch?v=ghk-nDJB3Tk. They will then participate in a radio show dubbed "Live Conflict Chat." Prior to the class, the students will share conflicts that they are having and the chat hosts will help them to resolve their problems. Students must provide a clear description of the conflict and reasons why it is important to resolve it. The hosts and audience members are expected to share at least suggestions for resolving the conflict. Each student will complete a conflict dictionary with principles, words and slogans they will practise to use when conflicts arise.</p>	<p>Students' responses reflect appropriate strategies and value/virtue such as gentleness or self-control, to resolve conflicts peacefully</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>The biggest stumbling block to an apology is the belief that apologizing means weakness or guilt. In fact, an apology is a show of strength, courage and commitment to a relationship.</p> <p>Effective conflict resolution requires children to apply a combination of well-developed social and emotional skills. These include skills for managing feelings, understanding others, communicating effectively and making decisions. Children need guidance and coaching to learn these skills. Learning to use all the skills effectively in combination takes practice and maturity. However, with guidance, children can begin to use a win-win model and gradually develop their abilities to resolve conflicts independently.</p> <p>Support children to work through strong feelings. Conflict often generates strong feelings such as anger or anxiety. These feelings can block children from thinking through conflicts fairly and reasonably.</p> <p>Acknowledge children's feelings and help them to manage them. It may be necessary to help children calm down before trying to resolve the conflict.</p> <p>Links to resources: https://www.kidsmatter.edu.au/mental-health-matters/social-and-emotional-learning/resolving-conflict http://unesdoc.unesco.org/images/0023/002322/232257e.pdf</p>	<p>Role Play/ Writing Tasks</p>	<p>In groups, students will apply selected social skills to address risky situations through role-play, for example:</p> <ul style="list-style-type: none"> ✓ Grace told some students a lie about Kerry. Now Kerry has threatened to hurt Grace. ✓ Leon's parents are divorced and he has become very angry. He fights every day and talks back to the teacher. ✓ Dayton is often teased because he is shorter than his classmates and has an extra finger. He decides to do something to quiet those who tease him. <p>Students will use the following in their role plays:</p> <ol style="list-style-type: none"> 1. PALS "I care" Language and Conflict Resolution Skill 2. The Win/Win strategy 3. The "I am sorry" method <p style="text-align: center;">OR</p> <p>Individual students will compose a letter addressed to a friend explaining what they learned about peacemaking and conflict resolution.</p> <p>The following should be used in the content of the letter:</p> <ol style="list-style-type: none"> 1. The steps in conflict resolution 2. Types of conflict resolution strategies 3. How the strategies can be used in daily living <p>Reflective Questions</p> <p>How will I help my friends settle their differences?</p> <p>What makes me a Peacemaker?</p>	<p>Role-plays and writing tasks show conflict resolution, anger management or creative thinking skills, along with appropriate value/virtue such as caring or gentleness, to resolve conflicts in adverse situations</p>

GRADE 4 Theme: Self and Interpersonal Relationships

Module 2: Coping with Risk

Unit 2: Risk Behaviours

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

1. Understand the dangers of using drugs
2. Appreciate the importance of protecting the body from harmful substances
3. Apply social skills to avoid risky situations

Core Values: Moral lenses - 1. Respect for self 2. Respect for others 3. Positive outlook 4. Stewardship/service

Topic 1: Drugs and My Body

Life Skills: Social: Refusal, Negotiation
Cognitive: Problem solving, Decision making
Coping: Healthy Self-management

Values/Virtues: Reason, Wisdom, Courage, Ambition, Aspiration

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"> • Differentiate between legal and illegal drugs • Analyse the effects of drugs on the body • Display willingness to refuse drug use • Advocate to their peers to reject influences to use/misuse drugs 	<p>Drugs are chemicals that can change the way a person’s body works either physically or mentally.</p> <p>Legal drugs are substances that are allowed by law. Over-the-counter (OTC) and prescription (Rx) drugs, Caffeine (in coffee, tea, and many soft drinks) are classified as legal. In Jamaica, the Narcotics Division in the Criminal Investigations Branch (CIB) is responsible for investigating narcotics trafficking. Narcotics are known as opiates or painkillers. Alcohol and nicotine (in cigarettes) are illegal for children.</p> <p>Illegal drugs are those that are not prescribed by a licensed medical professional and their use is unlawful under a country’s law. These drugs are illegal locally and globally in some countries: Marijuana, Cocaine and Molly.</p>	<p>ICT/Discussion</p> <p>Research/Scrapbook</p>	<p>Students will be given the names of different types of drugs on cards. They will compete in groups to categorize the drugs as legal or illegal justifying their answers. Teacher will clarify and provide feedback where necessary.</p> <p>In groups, students will create a scrapbook that will capture the effects of drugs – cigarettes (tobacco) marijuana (ganja) and alcohol – on the body. They will include:</p> <ul style="list-style-type: none"> • Definition of a drug • Types of drugs • Effects of drug use on different parts of the body • Pictures of each drug and its effects on the body 	<p>Discussion reflects critical thinking skill in accurately categorizing drugs as legal or illegal</p> <p>Scrapbook reflects a clear and accurate understanding of the effects of different types of drugs</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Print and electronic media are popular sources of information on drugs. Some promote drugs that are bad for human consumption. But the media can also give good information on drugs that can heal the body. This information is often followed by instructions to seek a doctor's advice before taking it.</p> <p>Peer influence: Sometimes our friends, classmates or schoolmates are influenced to do the wrong thing by older children or adults. They may be forced to prove that they can handle smoking marijuana and drinking alcohol.</p> <p>Also, some people may infuse drugs in foods like gummy bears, sweets, cakes and even drinks; it is important to ask questions about the ingredients and if the information is not given or you feel uncomfortable, do not ingest.</p>		<p>They must also highlight the life skills needed to say, "I am Drug-Free." These posters will be publicly displayed.</p> <p>Reflective Questions:</p> <p>How will I help my friends refuse harmful drugs?</p> <p>What life skill will I practice when faced with risky situations?</p> <p>How do I make healthy choices when using (legal) prescribed drugs?</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 the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and 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, Social Studies

GRADE 4 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 embracing diversity in relation to sustainable development
2. Grasp the significance of recognizing differences among people that are essential to developing positive relationships
3. Apply skills to show respect for the differences that exist among Caribbean people

Core Values: Moral lenses - 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: Our Melting Pot

Life Skills: Social: Communication
Cognitive: Decision Making
Coping: Self-awareness

Values/Virtues: Respect, Appreciation, Tolerance

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"> • Relate differences in cultures across the Caribbean that make people unique • Express appreciation for the diversity of people and resources in the Caribbean 	<p>Diversity encompasses complex differences and similarities in perspectives, identities, and points of view among members of an institution as well as among individuals who make up the wider community.</p> <p>Diversity includes important and interrelated dimensions of human identity such as race, ethnicity, gender, socio-economic status, nationality, citizenship, religion, ability and age. These differences are important to understand but they cannot be used to predict any individual’s values, choices or responses. Knowing people who are different from you provides opportunities to learn about other people, places, cultures and things.</p>	<p>Creative Arts/ Presentation</p>	<p>In groups, students will represent the culture of a designated ethnic group/ country in the Caribbean (that is different from their own) based on food, music, dance and clothing. Students should highlight the main seasons/ periods during the year (such as Christmas or New Year, Summer/Spring) and behaviours or events that take place. Each group will make short presentations using the creative arts. Students will discuss the differences in cultures and relate how these differences contribute to the uniqueness of the people. Teacher will clarify and provide feedback where necessary.</p> <p>Reflective Questions: How can I willingly appreciate differences in people of diverse backgrounds?</p>	<p>Presentations reflect a clear and accurate understanding of the uniqueness of Caribbean people based on their culture</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Activities	Assessment Criteria
<ul style="list-style-type: none"> Demonstrate the ability to use self-awareness skill to improve attitudes and actions towards persons of different cultures or ethnicity 	<p>There are many ways that children can learn about other people's cultures and build relationships at the same time. Here are some steps they can take:</p> <ul style="list-style-type: none"> ✓ Make a conscious decision to establish friendships with people from other cultures. ✓ Ask people questions about their cultures, customs, and views. ✓ Read about other people's cultures and histories ✓ Listen to people tell their stories ✓ Notice differences in communication styles and values; don't assume that the majority's way is the right way ✓ Learn to be an ally. <p>Our different beliefs and customs provide a starting point for us to relate to and understand each other thus creating sustainable development of the region within the framework of democratic and ethical values.</p>	<p>Graphic Organizer/ Discussion/ Creative Arts</p>	<p>Students in groups will use graphic organizers to illustrate the variety of resources available in the Caribbean. They will complete an interest inventory, including places in the Caribbean they would like to visit, languages they would like to speak, foods they would like to eat, dances they like to learn and other activities they would like to participate in. They will also visit local supermarkets or use items from their cupboards at home and note the various products their family members have bought that are made in other Caribbean countries.</p> <p>They will present their graphic organizers to the class and use creative arts (song or poem) or visual arts to express appreciation for the richness and diversity in the Caribbean and explain how Jamaican people have benefited from this diversity.</p>	<p>Graphic organizers and creative/visual art pieces reflect an appreciation of the diversity of resources available in the Caribbean</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
		Journaling	<p>Students will research songs and phrases (e.g. Bob Marley’s “One Love”, the Jamaican Motto “Out of Many One People” or other material) that speak to embracing diversity. In their journals, they will share how it influences their choices to accept others who are different. They will describe how they feel about persons from different ethnic/cultural groups and why (e.g. Rastafarians, Trinidadians, Indians, Chinese). Students will then reflect on their actions towards these groups and indicate what behaviours they can change to show more appreciation, respect or tolerance towards them and how they would encourage their peers to do the same.</p> <p>Reflective Questions:</p> <p>How much respect, tolerance and appreciation do I have for my Caribbean people?</p>	<p>Journaling reflects students’ ability to use self-awareness skill to identify their beliefs and feelings as well as behaviours they can change that will show tolerance, respect or appreciation for persons of different ethnicities or cultures</p>

SAFETY & SECURITY



SAFETY AND SECURITY MAPPING – Grade 4 – TERM 1

NATIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
<p>NS SS1</p> <p>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"> 1. Demonstrate ways in which they can employ survival strategies to ensure that their rights, safety and security are protected. 2. Develop knowledge and skills in relation to their responsibilities as students and members of the wider community. 	<ol style="list-style-type: none"> 1. Exploring Concepts of Protection, Safety and Security 	<ol style="list-style-type: none"> 1. My Rights and Responsibilities 	<ul style="list-style-type: none"> • Citizenship: My Rights, My Responsibilities • Road Safety: My Duty
<p>NS SS2</p> <p>Analyse the influence of socio-cultural, economic factors and personal beliefs on lifestyle choices relating to protection, safety and security.</p>	<ol style="list-style-type: none"> 1. Demonstrate an understanding of the way in which lifestyle choices affect safety and security. 2. Use the appropriate social behaviours in response to situations and environments that may threaten the safety and security of themselves and others 	<ol style="list-style-type: none"> 2. Factors Influencing Behaviours related to Safety and Security 	<ol style="list-style-type: none"> 2. Risk Factors to Protection, Safety and Security 	<ul style="list-style-type: none"> • Inspection for Protection • Violence Free: That's me
<p>NS SS3</p> <p>Develop action competence and build capacity to minimize factors affecting protection, safety and security within all contexts.</p>	<ol style="list-style-type: none"> 1. Demonstrate willingness to minimize the factors that may affect their protection, safety and security. 2. React appropriately in instances of disaster and other safety and security-related issues to safeguard and secure self, family, school, and community. 3. Access and utilize valid and reliable sources of information regarding protection, safety and security 	<ol style="list-style-type: none"> 3. Safeguards for Protection, Safety and Security 	<ol style="list-style-type: none"> 1. Minimizing My Risk 2. Accessing Safety and Security Information 	<ul style="list-style-type: none"> • Safer Smarter Student: Disaster Ready • Sourcing Reliable Information on Safety and Security

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 unjust and inhumane treatment. 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 relationships)
- 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 the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and 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 4**Theme: Safety and Security**

Module 1: Exploring Concepts of Protection, Safety and Security
 Unit1: My Rights and Responsibilities

Learning Goals: By the end of this unit, students should be able to:
 1. Understand their rights and responsibilities as children
 2. Appreciate that children have a right to be protected
 3. Apply appropriate life skills to responsibly reduce exposure to community safety and security risks

Core Values: Moral lenses - 1. Respect for self 2. Respect for others 3. Positive outlook 4. Stewardship/service

Topic 1: Citizenship: My Rights, My Responsibilities

Life Skills: Social: Communication
 Cognitive: Decision making, Problem solving
 Coping: Self-awareness

Values/Virtues: Respect, Equality, Tolerance, Responsibility, 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"> Describe the characteristics of a good citizen Distinguish between their rights and responsibilities Display attitudes that support the rights of children 	<p>Citizen: a person who lives in a country and is entitled to all the legal rights and privileges granted by the country because they were born there or because of being given rights (naturalized). A citizen has a responsibility to obey the laws of the country and fulfil his or her duties as required.</p> <p>Characteristics of a Good Citizen</p> <p>Honesty is one of the most important characteristics of good citizenship.</p> <p>Compassion is the emotion that you feel when you genuinely care for other people and living things.</p>	<p>Discussion/ Video Presentation</p>	<p>Students will be engaged in a brainstorming activity using the following guided questions: What does it mean to be a citizen? What is citizenship?</p> <p>They will then view an age-appropriate video on being a good citizen, see the link below: https://www.youtube.com/watch?v=3bwfo9aD5A8. Subsequently, students will break into groups to discuss:</p> <ol style="list-style-type: none"> Characteristics of a good citizen How can I practise being a good citizen? What are some things that would not make someone a good citizen? How can a good citizen promote the safety and security of children? 	<p>Student responses indicate an accurate understanding of the characteristics of a good citizen</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Participation Rights: Rights that ensure children’s views are considered when making decisions that affect them and opportunities are provided for them to share their views.</p> <p>What is a responsibility? Responsibility is a duty or something we should do, such as doing our homework and washing the dishes. Children’s responsibilities include completing homework on time and following rules at home and school.</p> <p>Safety and Security To be safe means avoiding circumstances or factors that put our lives and others at risk of danger and death. We need security measures to keep us safe. For example, people place grills on their homes to keep them safe from burglars.</p>	<p>Checklist/ Journaling</p>	<p>Reflective question:</p> <p>How would I feel if I were treated differently from other children because of the colour of my skin?</p> <p>Why is it important to treat all children equally?</p> <p>Students will develop a personal checklist with responsibilities in everyday situations that are associated with child rights. Using the checklist, they will document over a specified time their performance related to each responsibility. Students will use the results to make journal entries on behaviours to be improved and state how this process has helped them to become better citizens that protect the rights of children</p>	<p>Checklists clearly show students’ grasp of personal responsibilities in relation to child rights and effective use of decision making skill to perform responsibilities associated with child rights</p> <p>Journal entries reflect effective use of self-awareness skill to identify attitudes or behaviours that need to be improved and appropriate value/virtue such as responsibility or citizenship</p>

GRADE 4

Theme: Safety and Security

Topic 2:




Road Safety: My Duty

Life Skills:

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

Values/Virtues:

Responsibility, Wisdom, Law-Abiding, Obedience

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"> Describe the meanings of common road signs Show willingness to observe safety and security principles Promote safety principles to preserve self and others Demonstrate social skills to protect oneself in situations on the road that may compromise personal safety 	<p>Road safety teaches people how to protect themselves and other road users from injury. Road users include pedestrians, cyclists, motorists, vehicle passengers and passengers of on-road public transport like buses and cars.</p> <p>Road Safety ABC</p> <p>A is for awareness (traffic is dangerous and can hurt people)</p> <p>B is for behaviour (things you should do to stay safer)</p> <p>C is for choice and campaigning (how to make safer choices and to help others make these choices too).</p> <p>Road safety education is vital for children of all ages. As responsible citizens, children should be aware of all road safety rules. Observation is the key skill they will need to ensure road safety. Safety education begins at home and continues at school. By obeying safety rules and regulations, children can save themselves and others on the road.</p>	<p>ICT/Discussion/ Report</p>	<p>Students will view an age-appropriate video on road safety https://youtu.be/T4-Fjm_CCMU. They will then discuss road safety signs and rules. In groups, students will complete a Road Safety Signs worksheet using the information from the video and present a report to the class.</p> <p>Sample Worksheet</p> <table border="1" data-bbox="1209 820 1705 1133"> <thead> <tr> <th data-bbox="1209 820 1375 914">SIGNS</th> <th data-bbox="1381 820 1541 914">MEANING</th> <th data-bbox="1547 820 1705 914">WHAT SHOULD I DO?</th> </tr> </thead> <tbody> <tr> <td data-bbox="1209 919 1375 1133">  </td> <td data-bbox="1381 919 1541 1133"> <p>Drivers must stop when children are using the crossing</p> </td> <td data-bbox="1547 919 1705 1133"> <p>Use the crosswalk only when all vehicles have stopped and it is safe to cross</p> </td> </tr> </tbody> </table> <p>Teacher will clarify and provide feedback where necessary.</p>	SIGNS	MEANING	WHAT SHOULD I DO?		<p>Drivers must stop when children are using the crossing</p>	<p>Use the crosswalk only when all vehicles have stopped and it is safe to cross</p>	<p>Student responses indicate a clear and accurate understanding of the meaning of road signs</p>
SIGNS	MEANING	WHAT SHOULD I DO?								
	<p>Drivers must stop when children are using the crossing</p>	<p>Use the crosswalk only when all vehicles have stopped and it is safe to cross</p>								

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>there is a narrow or no sidewalk.</p> <ul style="list-style-type: none"> ✓ Always raise your hand to cross the road. ✓ Always wear a helmet and elbow and knee pads when riding a bicycle. ✓ If a child is a pillion passenger ensure that the child is wearing a well-fitted motorcycle helmet. ✓ All persons including children are prohibited from riding/ hopping on the rear of large vehicles such as buses or vans. <p>http://jis.gov.jm/tips/road-safety-tips/ http://www.mtw.gov.jm/roadsafety/index.php/en/safety/safety-guidelines</p>	<p>Brainstorming/ Checklist/Self-assessment</p>	<p>Students will brainstorm behaviours they often observe on the road that may compromise the safety of self and others.</p> <p>Examples of scenarios for discussion:</p> <ul style="list-style-type: none"> A) Strangers engage them in conversation B) Walking on the road with earphones at a high volume C) Standing at the bus stop/taxi stand with back towards the road D) Sitting in the car with windows wound down <p>Students will be placed in groups to discuss one or more of the scenarios and outline the principles of road safety that are not being observed in each situation.</p> <p>Students will create a self-assessment checklist using the scenarios and the road safety principles to be observed. They will use the checklist to monitor their ability to adhere to the principles to keep them safe on the road. Parents will also be asked to monitor their children and submit the completed checklist. Students will review their self-assessment and reflect in their journals on what actions they can take to better protect themselves on the road.</p> <p>Reflective Questions:</p> <ul style="list-style-type: none"> • How will I be in any danger if I disobey road rules? • How important is it for me to obey safety guidelines? • What can I do differently to protect myself and others when using the road? 	<p>Checklist and reflective journal entries display appropriate value/virtue such as responsibility and effective use of self-awareness skill, in identifying behaviours and attitudes they can change to better protect themselves on the road</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 homes, schools and communities.

Key Skills

- Coping Skills (healthy self-management, self-awareness)
- Social Skills (communication, interpersonal relationships)
- 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 the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and 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 4

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. Understand the importance of being aware of their surroundings to ensure the safety and security of themselves and others
2. Grasp the importance of responding appropriately to situations that will impact their lives and the lives of others.
3. Apply appropriate life skills to the protection, safety and security of self and others

Core Values: Moral lenses - 1. Respect for self 2. Respect for others 3. Positive outlook 4. Stewardship/service

Topic 1: Inspection for Protection

Life Skills: Social: Refusal, Advocacy, Assertiveness

Cognitive: Critical thinking, Decision making, Problem solving

Coping: Self-awareness, Healthy Self-management

Values/Virtues: Care, Courage, Wisdom, Reason, Responsibility

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"> • Examine situations that may affect their personal safety and security • Demonstrate a willingness to avoid risky situations • Advocate for improved measures for situations that may put them at risk 	<p>Risk Factors for Protection, Safety and Security</p> <p>Children are often taught to be polite, respectful and obedient to adults. It is also important to teach them the dangers of being too courteous to some adults. They do not need to be frightened about the world they live in, but they need to be taught resiliency skills to effectively manage their everyday situations.</p> <p>Some risk factors that can affect a child's safety and protection include:</p> <ul style="list-style-type: none"> • Family neglect • Violence • Human trafficking • Abuse 	<p>ICT/Discussion</p> <p>Think-Pair Share</p>	<p>Students will watch videos, read articles, and recall personal experiences to examine factors that pose a threat to their personal safety and security. Sample video: https://www.youtube.com/watch?v=PILeeMvIFmg. Students will then be placed in groups and assigned scenarios to assess vulnerability. Scenarios should reflect factors that may put them at risk at home, at school on the road and in their community. Forexample, transportation:</p> <p>What are the possible risk factors for travelling to school?</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Walk</th> <th>Taxi/Bus</th> </tr> </thead> <tbody> <tr> <td>Lonely roadways</td> <td>Overcrowded and unsupervised</td> </tr> </tbody> </table>	Walk	Taxi/Bus	Lonely roadways	Overcrowded and unsupervised	<p>Student responses indicate an accurate understanding of the factors that may affect their personal safety and security</p>
Walk	Taxi/Bus							
Lonely roadways	Overcrowded and unsupervised							

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<ul style="list-style-type: none"> • Do not flash large amounts of money when making purchases in public • Travel with a group, especially at night • Call the police if you notice anything suspicious. Many crimes are prevented by phone calls about suspicious activity • Report a crime if you are a victim, for example, assault, theft, car accident, abuse • Know your neighbours as this can help you determine if someone shouldn't be in a building or community • Protect your property such as laptop, phone, wallet and other personal items • Do not leave your items unattended, nor ask strangers to watch your items • Do not leave a car door when parked <p>Travelling to and from School</p> <ol style="list-style-type: none"> 1. Plan a walking route to school or the bus stop. Choose the most direct way with the fewest street crossings and, if possible, with intersections that have crossing guards. 2. Walk the route with your parent/guardian beforehand. Stay away from parks, vacant lots, fields and other places where there aren't many people around. 3. Never talk to strangers or accept 	<p>Resource Personnel/ Discussion/ Performing Arts/ Journaling</p>	<ul style="list-style-type: none"> • What is the problem/situation? • What do you want to tell them? • How can the problem/situation be solved? <p>Students will be encouraged to publish their work in the Children's Own or any other local newspaper or make oral presentations where applicable.</p> <p>Students will write letters to agencies such as Jamaica Constabulary Force, Office of the Children's Advocate, and Bureau of Gender Affairs requesting a presentation on real-life strategies to protect themselves and others from risky situations. Students will observe, ask questions, take notes and participate in demonstrations. Students will plan a theatre arts production (dance, song, role play, dub poems) to be performed at a general assembly showcasing their new skills as hard targets. Students will visit their HFLE corners for resource materials. They will journal about their experiences and how they plan to improve efforts to protect the safety of themselves and others.</p>	<p>Drama production reflects effective use of steps in refusal, problem solving or decision making skill, along with appropriate value/virtue such as caring, or reason to protect others from situations that may put them at risk</p>

Objectives	Content	Strategy	Suggested Learning Activities	Assessment
	<p>rides or gifts from strangers. Remember a stranger is anyone you don't know well or don't trust.</p> <ol style="list-style-type: none"> 4. Be sure to walk to and from school with a sibling, friend, or neighbour. 5. Whether walking or riding the bus to school — obey all traffic signals, signs and traffic officers. Be extra careful in bad weather. 6. Arrive at the bus stop early, stay out of the street, wait for the bus to come to a complete stop before approaching the street, watch for cars and avoid the driver's blind spot. 7. Stay seated at all times and keep your head and arms inside the bus while riding. When exiting the bus, children should wait until the bus comes to a complete stop, exit from the front using the handrail to avoid falls and cross the street at least 10 feet (or 10 giant steps) in front of the bus. 8. Do not bend down in front of the bus to tie shoes or pick up objects, as the driver may not see him before starting to move. 9. Be sure that you know your parent's/guardian's phone number and address, work number, the number of another trusted adult and how to call 119 for emergencies 			

GRADE 4

Theme: Safety and Security

Topic 2:

Violence Free: That’s Me

Life Skills:

Social: Advocacy, Refusal
 Cognitive: Critical thinking, Decision making, Problem solving
 Coping: Self-awareness, Coping with Emotions

Values/Virtues:

Compassion, Concern, Self-Control, Respect

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"> • Examine factors that cause violence • Show compassion for persons who are bullied • Practise social skills in managing situations that may put them at risk of violence 	<p>Violence: the use of physical force to injure, abuse, damage, or destroy oneself or others. As we interact with each other, we may have disagreements or conflicts. We should not allow our disagreements to become violent by fighting and using abusive language. When something is affecting you, speak about it and use a respectful tone without shouting or asking someone to help.</p> <p>Causes of Violence</p> <ol style="list-style-type: none"> a. Uncontrolled emotions e.g. anger b. Lack of conflict resolution skills c. Peer pressure/stress d. Teasing and taunting e. A desire to feel powerful f. A desire to be accepted and do what the group is doing g. Drug use and misuse h. Violence in the media (music, shows, cartoons) 	<p>Brainstorm/ Discussion</p>	<p>Part I Students will discuss the quote “Anger is one letter away from Danger.”</p> <p>Reflective Questions:</p> <ul style="list-style-type: none"> • What can happen if anger becomes dangerous? • What solutions can help diffuse anger? • How will I manage my feelings if I am teased or taunted? • What are the things I can do if someone becomes violent with me? <p>Part II Students in small groups will continue the discussion by sharing responses to the following questions and completing a Causes of Violence worksheet.</p> <p>Guided Questions for discussion</p> <ul style="list-style-type: none"> • What does violence look like? • What feelings do I have about violence? • What are some things that cause violence? • Why do people engage in violent acts? • What kind of violence do you see on TV and in your community (school, home)? 	<p>Students’ responses reflect a clear and accurate understanding of the causes of violence</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria				
	<p>Solution to violence: The solution to the problem of violence is never to turn our backs, but to keep our hearts and minds open to how we can individually affect change. That change starts with how children are raised. Solutions include:</p> <ul style="list-style-type: none"> ✓ Building self-esteem ✓ Developing empathy ✓ Calming down ✓ Agree to work it out ✓ Say what is bothering you by using “I” messages ✓ Take responsibility for your part of the problem ✓ Brainstorm solutions that will satisfy both persons ✓ Affirm, forgive or say sorry ✓ Avoid harsh punishment <p>Types of Violence:</p> <p>Gender-Based Violence: is any act that occurs against girls/women because of their gender; for example, physical abuse of women and girls by men.</p> <p>Gang Violence: We feel safe when we are in groups that share our likes and dislikes; some groups become cliques/gangs and cause fear, injuries and death.</p>	<p>ICT/Case scenario/ Discussion</p>	<ul style="list-style-type: none"> • How does violence on TV affect violence at school? • When you see violence at school what can you do? <p>Sample</p> <table border="1" data-bbox="1115 423 1608 570"> <thead> <tr> <th data-bbox="1115 423 1360 467">Statements</th> <th data-bbox="1360 423 1608 467">Causes</th> </tr> </thead> <tbody> <tr> <td data-bbox="1115 467 1360 570">Children can be victims of family violence</td> <td data-bbox="1360 467 1608 570">Financial Stress of family members</td> </tr> </tbody> </table> <p>Teacher will clarify and provide feedback where necessary. Exercise care and sensitivity during discussions that may trigger some students.</p> <p>Students will watch the following video: https://www.youtube.com/watch?v=KQZ9hDDz704 about bullying. In groups, they will then read a case scenario about a child who was the victim of bullying. Scenarios should reflect real situations students face at school or in their community. Students will then discuss the case and answer the following questions:</p> <ol style="list-style-type: none"> 1. What was wrong with the actions of the bully? 2. What feelings or reactions would the student who was bullied have? 3. What are some of the reactions or feelings students can have when they witness bullying? 4. What things might make it uncomfortable for students to step in? 5. What things might make it more comfortable for students to respond to bullying? 6. How do you think bystanders feel if 	Statements	Causes	Children can be victims of family violence	Financial Stress of family members	<p>Students’ responses reflect appropriate value/ virtue such as compassion or respect</p>
Statements	Causes							
Children can be victims of family violence	Financial Stress of family members							

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Bullying: any action that hurts or harms individuals. These actions can be physical and emotional.</p> <p>Violence Prevention includes practising social skills to enhance self-concept /self-esteem; being aware of one's aggression, temper and language.</p>	<p>Role Play</p>	<p>they watch but don't get involved?</p> <ol style="list-style-type: none"> 7. What could you do if a choice you made seemed to make the bullying worse? 8. What if you were being bullied and nobody stood up for you? 9. How would you want people to respond if they saw you being bullied? 10. How would I respond if I were the victim of a bully? <p>Students will create role-plays in small groups to demonstrate how to respond appropriately to prevent situations of violence among themselves and their peers in order to remain violence-free.</p> <p>Reflective Question: What can I do to prevent violence? How do my actions contribute to violence?</p>	<p>Role plays illustrate effective use of the steps in refusal, problem solving or decision making skill and appropriate value/virtue such as self-control or respect</p>

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 relationships)
- 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 the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and 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 4**Theme: Safety and Security**

Module 3:

Safeguards for Protection, Safety & Security

Unit 1:

Minimizing My Risk

Learning Goals:

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

1. Understand the importance of being prepared for a disaster
2. Respond appropriately during natural disasters
3. Utilize safety methods to protect self and others from natural disasters

Core Values:

Moral Lenses - 1. Respect for self 2. Respect for others 3. Taking responsibility for actions

Topic 1:

Safer, Smarter Student: Disaster Ready

Life Skills:

Social: Communication, Advocacy

Cognitive: Decision making, Critical thinking, Creative thinking

Coping: Self-awareness

Values/Virtues:

Compassion, Care, Collaboration, Composure, Cooperation

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"> • Describe how to prepare for natural disasters • Assess the risks and vulnerabilities of their communities to disasters • Show concern for persons impacted by natural disasters 	<p>Disasters can be natural or man-made and can affect our families, schools and communities.</p> <p>Natural disasters include hurricanes, tsunamis, earthquakes, volcanoes, drought, flooding and landslides; while man-made disasters are explosions from bombs, fires, and pollution.</p> <p>Disaster awareness is crucial to reducing the risk of harm to self, others and properties. It is important to: stay calm; prepare an emergency plan with family and be aware of the plans for safety at school and community.</p> <p>Disaster hazards include bodies of water like rivers, and seas; factories (some use chemicals); slopes and hillsides; overgrown trees and loose rocks and electric cables.</p>	Brainstorm/ Discussion	<p>Students will research how to prepare for one of the following natural disasters: drought, hurricane, flood, thunderstorm and earthquake. They will use the following questions as a guide and create a comic strip to illustrate the disaster preparedness response. Teacher will clarify and provide feedback where necessary.</p> <p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. How does the disaster form? 2. How could this disaster affect your family? 3. What should you and your family do to prepare for the disaster? 4. What items would you need in a kit to prepare for this disaster? 5. What actions should you take during the disaster? 6. What actions are dangerous to take during this disaster? 	Students' responses reflect a clear and accurate understanding of how to prepare for natural disasters

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> Develop a disaster preparedness plan to respond appropriately to natural disasters Demonstrate the ability to use cognitive skills to follow proper procedures during disasters to minimize the risk of harm to self and others 	<p>Disaster risk reduction involves studying the causes of disasters; reducing exposure to hazards; lessening the vulnerability of people and property; and improving the preparedness of people and communities to face hazards.</p> <p>Disaster risk is the probability that a hazard will turn into a disaster. The risk does not only depend on how strong the hazard is but on a population's or a community's vulnerabilities and capacities. http://www.cdema.org/joomdocs/CDEMA_DRR_Edu_Toolkit_MAY_22_2015.pdf</p> <p>http://unesdoc.unesco.org/images/0022/002287/228798e.pdf</p>	<p>Project Graphic Organizer/ Discussion</p> <p>Letter writing</p>	<p>In groups or individually, students will develop a 'Risk Map' to outline the disasters that could affect their neighbourhoods e.g. flooding. (http://unesdoc.unesco.org/images/0022/002287/228798e.pdf) pg. 25-36. Students will also determine vulnerable persons in their community as well as resources, including buildings that will be necessary to utilize in a natural disaster. Students will present their maps in class and share them with parents and community members.</p> <p>Students will discuss the physical and emotional effects of natural disasters and complete a graphic organizer to display the information. They will discuss how they think people feel as a result of experiencing a natural disaster and its effects (e.g. losing their home – distraught). Students will then share what they think they can do to help others after a natural disaster. They will write a letter to a friend who has lost their home due to a hurricane and indicate what actions they will take to help that person.</p> <p>Reflective Questions:</p> <p>How can I help others after a disaster? What can I do to show support to persons impacted by natural disasters?</p>	<p>Risk Maps reflect effective use of critical thinking skill to accurately assess the risks and vulnerabilities of their communities to disasters</p> <p>Students' responses reflect appropriate value/virtue such as care or concern</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
		Simulation	Students will create a disaster/emergency plan for their grade. The plan should include a map of the school with exit and entrance points and an assembly point from their grade block. Students will use the plan as a guide and execute a preparedness drill for one of the disasters chosen.	Plan reflects effective use of critical thinking skill to outline the appropriate response to natural disasters; simulation reflects effective use of the steps in problem solving or decision making skill and appropriate value/virtue such as composure or cooperation, to follow proper procedures to reduce risk when responding to natural disasters

GRADE 4**Theme: Safety and Security**

Module 3: Safeguards for Protection, Safety & Security
 Unit 2: Accessing Safety and Security Information

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

1. Demonstrate the ability to source reliable and valid safety and security information
2. Appreciate the importance of complying with safety and security guidelines
3. Apply cognitive skills to access valid information on safety and security to reduce risk of harm to self and others

Core Values: Moral Lenses- 1. Respect for self 2. Respect for others 3. Taking responsibility for our actions

Topic 1: Sourcing Reliable Information on Safety and Security

Life Skills: Social: Communication, Advocacy
 Cognitive: Critical thinking
 Coping: Self-awareness

Values/Virtues: Reason, Education, Clear thinking

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"> • Explain the importance of using safety and security information for risk reduction • Describe national safety and security services available • Justify the importance of the availability of information 	<p>Sources of Safety and Security Information</p> <ul style="list-style-type: none"> • Health and safety literature • Safety officers • Health and safety inspectors <p>In Jamaica, there are several government institutions and private agencies that ensure that children's safety and security are protected.</p> <p>United Nations Children's Fund: UNICEF's mission is to make sure that the rights of children all over the world are protected. The Child Care and Protection Act (2004) provides legal guidelines for the care and protection of children. All types of violence, physical, emotional, sexual abuse, neglect,</p>	<p>Brainstorm/ Discussion/ Creative Art</p>	<p>Students, in groups, will complete a comic strip on the theme, Safety First. Each group will brainstorm safety rules everyone needs to follow: at home, at school, for disaster preparedness, in case of fire, while playing outside, riding in cars, or using the roads. Each group will select one safety rule that the group identifies as very important to their safety.</p> <p>Instructions Groups will divide a piece of poster board or large construction paper in half. On one half, students are to create a 4-panel comic of a real or imaginary creature who has not followed their selected rule or is thinking about breaking it. The comic should show what is likely to happen when safety rules are not followed. Students must include a motto/tagline in response to the question: Why is it</p>	<p>Comic displays clear and accurate information on the importance of using safety and security information to reduce risk</p>

Objectives	Points to Notes/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria																				
<p>related to safety and security</p> <ul style="list-style-type: none"> Demonstrate the ability to use cognitive skills to access valid safety and security information to enhance protection 	<p>trafficking, child labour, and exposure to things that cause addiction are dealt with by agencies such as the Office of the Children’s Advocate (OCA), Child Protection and Family Services Agency (CPFSA) and the Office of the Children’s Registry (OCR).</p> <p>The Ministry of National Security through the Centre for the Investigation of Sexual Offences and Child Abuse (CISOCA), the Jamaica Constabulary Force’s Community and Safety Branch and Safe Schools Programme seeks to protect children who may be at risk or whose rights have been violated.</p> <p>Disaster Preparedness: After the June 1979 floods, which devastated sections of western Jamaica, the government of Jamaica recognized the need for the establishment of a permanent disaster preparedness and relief organization, which would be responsible for coordinating, monitoring and educating the nation on disasters and disaster events as well as disseminate information on hazards and emergency situations to the public via the media for public information.</p>	<p>Stimulus Activity</p> <p>Creative Arts</p>	<p>important to use safety information to reduce risk?</p> <p>Teacher will clarify and provide feedback where necessary.</p> <p>Students will use their work as part of the Safety and Security Information Corner to help other students access reliable information.</p> <p>Students will brainstorm categories of safety issues (e.g. road safety, disasters) previously learned and in small groups complete a Who Is Responsible worksheet, to show national safety and security services available.</p> <p>Sample Who Is Responsible Worksheet</p> <table border="1" data-bbox="1209 829 1707 1451"> <thead> <tr> <th data-bbox="1209 829 1331 922">Safety and Security Issues</th> <th data-bbox="1337 829 1455 922">What could happen</th> <th data-bbox="1461 829 1579 922">Agency Responsible</th> <th data-bbox="1585 829 1707 922">Services Offered</th> </tr> </thead> <tbody> <tr> <td data-bbox="1209 927 1331 1105">Tom and Mark were abducted from school.</td> <td data-bbox="1337 927 1455 1105">They could be abused.</td> <td data-bbox="1461 927 1579 1105">Child Protection and Family Services Agency (CPFSA)</td> <td data-bbox="1585 927 1707 1105"></td> </tr> <tr> <td data-bbox="1209 1110 1331 1203">48 Duke Street; Kingston</td> <td data-bbox="1337 1110 1455 1203"></td> <td data-bbox="1461 1110 1579 1203"></td> <td data-bbox="1585 1110 1707 1203"></td> </tr> <tr> <td data-bbox="1209 1208 1331 1268">Tel: 948-6678/</td> <td data-bbox="1337 1208 1455 1268"></td> <td data-bbox="1461 1208 1579 1268"></td> <td data-bbox="1585 1208 1707 1268"></td> </tr> <tr> <td data-bbox="1209 1273 1331 1451">Electric cables have fallen from the poles.</td> <td data-bbox="1337 1273 1455 1451">A fire could start.</td> <td data-bbox="1461 1273 1579 1451">Jamaica Public Service/Office of Disaster Preparedness</td> <td data-bbox="1585 1273 1707 1451"></td> </tr> </tbody> </table>	Safety and Security Issues	What could happen	Agency Responsible	Services Offered	Tom and Mark were abducted from school.	They could be abused.	Child Protection and Family Services Agency (CPFSA)		48 Duke Street; Kingston				Tel: 948-6678/				Electric cables have fallen from the poles.	A fire could start.	Jamaica Public Service/Office of Disaster Preparedness		<p>Worksheets reflect accurate information on the services available from each agency</p>
Safety and Security Issues	What could happen	Agency Responsible	Services Offered																					
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Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
		<p>Research/ Speech</p>	<p>Reflective Questions:</p> <p>What can I do to help others access safety information?</p> <p>Students will write down one thing they would like to know in relation to any safety or security issue. They will conduct online searches for websites of ODPEM Jamaica, CPFSA Jamaica, OCA Jamaica, CISOCA, JCF Safe Schools Programme Jamaica, Road Safety Jamaica, and the Ministry of Health and Wellness among others to find an answer to their question. A field trip can also be organized to these agencies to allow students to obtain information. They will share their findings with the class and use speeches to provide valid arguments to support the importance of being able to access information related to their safety and security.</p> <p>Using their findings, groups of students will write speeches about accessing reliable and valid information on safety and security information, like policies, information booklets and programmes by adhering to internet safety guidelines.</p>	<p>Presentations include valid arguments to support the importance of the availability of information related to safety and security; effective use of critical thinking skill to access valid safety and security information and appropriate value/virtue such as education or reason</p>

SEXUALITY & SEXUAL HEALTH



GRADE 4 -SEXUALITY AND SEXUAL HEALTH MAPPING –TERM 2

REGIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
RS SSH1: 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"> 1. Explore personal experiences, attitudes, and feelings about the roles that boys and girls are expected to play. 2. Demonstrate awareness of the onset of puberty and the physical, emotional and cognitive changes that accompany it. 	<ol style="list-style-type: none"> 1. Differentiating Between Sex and Sexuality 	<ol style="list-style-type: none"> 1. Human Sexuality 	<ul style="list-style-type: none"> • Factors Influencing Expression of Gender in Sexual Behaviour • Coping with the Changes in Growing
RS SSH2: 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"> 1. Demonstrate an understanding of the ways in which sexuality is learned. 2. Demonstrate ways to respond appropriately to key factors influencing sexual choices and experiences. 3. Demonstrate knowledge of the various types of sexual abuse and exploitation. 	<ol style="list-style-type: none"> 2. Sociocultural Influences on Sexual Behaviour 	<ol style="list-style-type: none"> 1. Rejecting Negative Influences, Sexual Abuse and Exploitation 	<ul style="list-style-type: none"> • What Influences My Sexuality • The Media Speaks About Sexuality • Dangers of Sexual Grooming
RS SS3: 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"> 1. Demonstrate knowledge of the development of an embryo and the basic needs of a newborn baby. 2. Demonstrate skills to interact appropriately and respond compassionately to persons affected by HIV. 3. Display knowledge of transmission of diseases especially HIV/AIDS 4. Demonstrate skills to assist and respond compassionately to peers and siblings requiring health care. 	<ol style="list-style-type: none"> 3. Managing Reproductive Health 	<ol style="list-style-type: none"> 2. Sexual and Reproductive Health 	<ul style="list-style-type: none"> • My Growth and Development • STIs, HIV Transmission, Prevention, and Treatment • Blood Borne Diseases

REGIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
RS SS4: Students will utilise knowledge and skills to access age-appropriate sources of health information, products, and services related to sexuality and sexual health	1. Assess family, school, and community resources as sources of accurate information that deal with health, social, and emotional issues.	3. Access Sources of Health Information and Services	1. Where to Go for Health Information	<ul style="list-style-type: none"> A Web of Health Resources for Children and Young People

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. 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 the STEAM integration approach to encourage the application of life skills.
8. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
9. ICT tools should be used to develop 21st-century skills and 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

GRADE 4**Theme: Sexuality and Sexual Health**

Module 1:

Differentiating Between Sex and Sexuality

Unit1:

Human Sexuality

Learning Goals:

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

1. Understand the stages of human sexuality as expressed throughout the life cycle
2. Appreciate that boys and girls are equal
3. Apply appropriate life skills in responding to the onset of physical, emotional and cognitive changes in puberty

Core Values:**Moral lenses – 1. Respect for Self 2. Respect for others 3. Positive outlook 4. Stewardship/service****Topic 1:****Factors Influencing Expression of Gender in Sexual Behaviour****Life Skills:**

Social: Communication, Empathy

Cognitive: Critical thinking, Decision making

Coping: Self-awareness

Values/Virtues:**Respect, Appreciation, Encouragement, Equality**

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"> • Explain similarities between being male and being female • Express feelings associated with gender roles • Respect differences in beliefs about gender roles of males and females 	<p>What is Gender? Refers to the expectations of women and men behaviourally, culturally or psychologically. Gender is what society expects of a person as a man or woman.</p> <p>Factors Influencing the Expression of Gender There are several factors to consider when examining the influence of the roles of males and females in society. These include family, peers, role models, schools, religious beliefs and practices, the media, music and fashion.</p>	Brainstorming/ Creative Arts	<p>Students will brainstorm similarities and differences between being male (boy) and female (girl). They will cut and paste pictures from newspapers, magazines and other sources that depict similarities and differences in tasks for boys and girls. The finished product will be created in a poster and presented to the class. Teacher will provide feedback and clarify where necessary. Students will share what they learned from the activity. Teacher will clarify and provide feedback where necessary.</p>	Discussion points and artwork reflect a clear and accurate understanding of differences and similarities between being male and being female

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> Demonstrate the ability to use self-awareness skill when responding to gender differences among peers. 	<p>Importance of Family Socialization in Gender Roles</p> <ul style="list-style-type: none"> ✓ Patterning of behaviour ✓ Parents' role/chores ✓ Household chores for boys and others for girls ✓ Assignment of toys, books and games by gender <p>NOTE: It is important to discuss the sensitivity of this topic with students. Ensure that all students respect the responses of others without snickering, jeering, laughing or making rude comments.</p> <p>Ensure the rules are established during the engagement activity of the lesson.</p>	<p>Sentence Completion/ Poster</p>	<p>Students will work in pairs to discuss the reflective questions (boy/girl pairs where possible) below and then they will work individually to complete the sentences that follow.</p> <p>Reflective Questions:</p> <ul style="list-style-type: none"> Who influences my beliefs about what girls/boys can do? How do I feel about boys being treated differently from girls? How do I usually treat my peers who have different beliefs about what girls/boys can do? How do I feel when told that something is a boy's job or a girl's job? How do I feel about gender roles of boys and girls? <p>Sentences</p> <p>Individually students will complete the following sentences:</p> <p>I think girls/boys can be _____</p> <p>My family thinks girls/boys should _____</p> <p>My friends believe girls/boys can _____</p> <p>The media (TV/YouTube etc.) says boys/girls must _____</p> <p>I believe boys/girls are _____</p> <p>Students will work in groups to create a poster depicting activities that both boys and girls can do and place them in the HFLE corner designated.</p> <p>Note to Teacher: Individual discussion should be held with students with negative responses.</p>	<p>Students' responses and posters reflect self-awareness skill in expressing their feelings about gender roles of boys and girls as well as appropriate value/ virtue such as appreciation</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
			<p><i>Robert loves washing the dishes and preparing meals.</i></p> <p><i>Stacy enjoys working on the car with her dad.</i></p> <p><i>Andre and Melissa like sewing drapes and bed linens with their aunt.</i></p> <p><i>Alicia plays cricket for her community.</i></p>	<p>appropriate value/ virtue such as respect</p>

GRADE 4

Theme: Sexuality and Sexual Health

Topic 2:

Coping with the Changes of Growing

Life Skills:

Social: Communication
 Cognitive: Critical thinking, Decision making
 Coping: Coping with emotions, Healthy self-management, Self-awareness, Self-monitoring

Values/Virtues:

Appreciation, Responsibility, Understanding, Self-acceptance

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"> • Explain how puberty affects the body physically and emotionally • Examine why coping with physical and emotional changes is important for interpersonal relationships • Encourage their peers to share their concerns about puberty with someone they trust 	<p>Puberty Puberty is considered a special rite of passage in many cultures. This can be seen in the Jewish community with a recognition ceremony celebrating a boy (Bar/Bat) Mitzvah and a girl (bat) coming of age as they transition into adulthood.</p> <p>Puberty usually starts between ages 8 and 13 in girls and ages 9 and 15 in boys. When your body is ready to begin puberty, your pituitary gland (a pea-shaped gland located at the bottom of your brain) releases special hormones. Depending on whether you're a boy or a girl, these hormones go to work on different parts of the body, like girls' breasts growing while boys get facial hair.</p> <p>Everyone goes through these changes at his/her own pace. These changes affect our interpersonal relationships. It is important to know how to cope with the changes.</p>	<p>Discussion/ Creative Expression</p> <p>Simulation/ Discussion</p>	<p>Students will examine the charts called "<i>Adolescent Boy and Girl</i>" and identify the changes taking place. Students will also read the National Family Planning Board's brochure on puberty for boys and girls. Working in small groups, students will prepare an informative and entertaining presentation using any form of creative expression based on the changes they observe from the charts and personal experience. They should also include emotional changes that occur during puberty. Teacher will clarify and provide feedback where necessary.</p> <p>Prior to class, students, in groups, will be asked to create a volcano using the following guidelines:</p> <p style="text-align: center;">MAKING THE MODEL</p> <p>https://www.education.com/science-fair/article/build-simulated-volcano/</p> <p>A 10oz juice bottle will be placed on an aluminium-foil-lined pan. Potting-soil will be added to the pan and it will be shaped like a mountain.</p>	<p>Creative pieces reflect a clear and accurate understanding of how puberty affects the body physically and emotionally</p> <p>Discussion points reflect a clear and accurate understanding of why coping with physical and emotional changes is important for interpersonal relationships</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> • Accept the changes their bodies go through as a result of puberty • Demonstrate coping skills to support managing the onset of puberty in a healthy way 	<p>Coping with Puberty When we go through puberty, we sweat more and our body odour becomes more pronounced. This is completely normal, but we need to be more conscientious about personal hygiene. Good habits, including showering or bathing and applying deodorant every day and wearing clean clothes will lessen body odours while keeping the body fresh and germ-free. Deodorants prevent odour, while those that contain antiperspirants also prevent sweating.</p> <p>It is important to wash our hair regularly -- once per week -- as there is more oil build up on the scalp.</p> <p>Hormonal changes also affect our skin during puberty, making it dry or oily. Adolescents should wash their faces twice daily with a gentle cleanser. Popping pimples and picking at the skin can make acne problems worse.</p> <p>Expect growth. Most people have at least one growth spurt during puberty. Adolescents will grow several inches or gain weight during puberty. Some people gain weight before they begin growing, and some start growing taller before they gain weight, but both are perfectly normal. As growth occurs new clothes will be needed to fit the changing body. Some people feel like their feet are awkwardly large, but our feet often grow before the rest of the body.</p>		<p>The volcano will be used to represent their feelings during puberty. A mixture of baking soda and vinegar will be used to demonstrate how their feelings can 'erupt' and affect interpersonal relationships.</p> <p>Students will be directed to pour the baking soda into the model volcano and gradually add ¼ cup, ½ cup then 1 cup of vinegar. At each stage, students will process external factors (quarrels with parents) that may cause the volcano to erupt (emotional eruption -- anger) and discuss how best to cope with these unexpected changes.</p> <p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. What substance can be added to the baking soda and vinegar mixture to diffuse fizzing? 2. Why is it important to cope with physical and emotional changes that take place during puberty? 3. How can relationships be affected if children are not coping well during puberty? 4. How can the steps in coping with emotions skill be used to help you deal with your emotions (related to puberty) in a healthy way? <p>Teacher will clarify and provide feedback where necessary.</p>	

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Know that feeling clumsy because of large feet will not last long as the rest of the body will catch up to the growth of the feet.</p> <p>Coping with emotional changes can be difficult as the hormones of oestrogen and testosterone increase. These hormones affect how the body looks and feels. Sometimes emotions of anger and joy happen one behind the other causing confusion in feelings. It is important to recognize these emotional changes and practise employing life skills such as coping with emotions to manage the changing feelings.</p> <p>Exercising can help us cope with the anxiety that all these changes bring. Exercising releases chemicals in the brain that improve mood. Physical activities such as swimming, dancing, or playing a team sport can help us manage.</p> <p>Talk to someone. It is important to share how we feel during puberty with a trusted family member, friend or professional adult like a school counsellor.</p> <p>Boys and girls go through similar changes but some changes are unique to each of them. Boys and girls will have hair growth but boys grow a beard while most girls don't. Girls will need bras or brassieres as their breasts grow larger and will need to know how to use a pad or tampon in</p>	<p>Brainstorming/ Creative Arts</p> <p>Creative Arts/ Journaling</p>	<p>In groups, students will discuss and create a list of suggested persons (parents, counsellors, teachers, nurses, coaches, etc.) with whom they are most comfortable discussing the emotional and physical changes in their bodies and can ask for information. Each group will use their list to create a poster informing peers about the various persons they can go to for help and information and encourage their peers to speak to someone whenever necessary.</p> <p>Teacher will provide feedback and make referrals where necessary.</p> <p>In groups, students will make creative art pieces about accepting puberty. The piece may be entitled "I Am Proud of the Changes in my Body". Students will then individually journal their thoughts and feelings about the lesson by responding to the reflective questions below:</p> <ul style="list-style-type: none"> • Why is it important for me to accept the changes that come with puberty? • How do I feel about the changes that come with puberty? • Do I appreciate my body even though I am going through changes I may not be comfortable with? <p>Teacher will make referrals, clarify and provide feedback where necessary</p>	<p>Posters reflect creativity, includes appropriate information about where to seek help and encourages help-seeking behaviours and appropriate value/virtue such as understanding or self-acceptance</p> <p>Creative pieces and journal entries reflect effective use of self-awareness skill to identify how they feel about the changes that come with puberty, along with appropriate value/virtue such as self-acceptance or appreciation</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>anticipation of menstruation. This is sometimes called a period that occurs once per month when the eggs from the ovaries are released.</p> <p>Boys will have a change in their voices from high pitch to low pitch. They will also see growth of their testicles and experience wet dreams and erections. Girls, however, have vaginal discharges and a higher-pitched voice.</p> <p>Accept Pubertal Changes</p> <ul style="list-style-type: none"> ✓ All human beings must go through these changes. Look for role models who have accepted themselves and gain inspiration from them ✓ Love the skin you are in –with freckles, peach fuzz and all other differences. ✓ Love who you are- your beauty is skin deep- you are worth more than the shape, height and size of your body ✓ Use the changes you are going through to build your self-confidence. You will find other tweens going through the same or similar changes. Talk with them about the changes and you will find that you are also maturing ✓ Spend time doing activities that you love with people who are your cheerleaders- art, sports, and reading to name a few ✓ Listen to positive encouragement as that will boost 	<p>Project/ Journaling</p>	<p>As a class, students will create a checklist for a personal hygiene/puberty kit that they will assemble. The list should include items that will help them manage the needs their bodies have because of pubertal changes and for maintaining good personal hygiene.</p> <p>The class will brainstorm what items from the kit are most helpful for:</p> <ul style="list-style-type: none"> ✓ Shaving ✓ Menstruation ✓ Preventing acne ✓ Smelling good ✓ Looking good ✓ Feeling good ✓ Where they can find or buy most of the items in the puberty kit? ✓ Who they can talk to about getting items in this kit <p>Students will create their puberty kits and record in their journals how they have been practising personal hygiene during puberty. They will indicate ways they cope with the physical and emotional changes and who/where they have sought help to cope.</p> <p>Teacher will make referrals, provide feedback and clarify where necessary.</p>	<p>Checklists and journal entries reflect effective use of healthy self-management skill and appropriate value/virtue such as responsibility, to manage the onset of puberty in a healthy way</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 and values in 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 relationships, 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. 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 the STEAM integration approach to encourage the application of life skills.
8. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
9. ICT tools should be used to develop 21st-century skills and 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

GRADE 4**Theme: Sexuality and Sexual Health**

Module 2:

Sociocultural Influences on Sexual Behaviour

Unit 1:

Rejecting Negative Influences, Sexual Abuse and Exploitation

Learning Goals:

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

1. Understand the ways in which sexuality is learned
2. Appreciate the importance of knowing the various types of sexual abuse and exploitation.
3. Apply life skills when faced with various types of sexual abuse and exploitation

Core Values:**Moral lenses – 1. Respect for self 2. Respect for others 3. Positive outlook 4. Stewardship/Service****Topic 1:****Our Body Image: The Message in the Media****Life Skills:**

Social: Communication

Cognitive: Decision making

Coping: Self-awareness, Healthy self-management

Values/Virtues:**Appreciation, Self-acceptance, Genuine, Gratitude**

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"> • Define the concept of body image • Recognize how the media influences their ideas of the physical self, body image, and behaviour • Display appreciation for their physical attributes 	<p>Body Image Body image involves our perception, imagination and our emotions about our bodies.</p> <p>Factors Influencing Body Image Family, media, TV, radio, advertisements, music videos and beauty contests are powerful influences on our perception of our bodies.</p> <p>There are many aspects of our bodies that we cannot change. We must therefore change the beliefs that influence the way we feel about our bodies.</p> <p>Accepting Self and Others Encourage body acceptance of self and others by having a positive attitude about different body shapes and sizes.</p>	<p>Brainstorming</p> <p>Pair-share/ Discussion</p>	<p>Students will participate in the mirror activity by looking in the mirror and then writing in their journals what they see, what they like and what they dislike about their bodies and why. Students will then brainstorm the meaning of the concept of 'body image'.</p> <p>Students, in pairs, will select the group's favourite music video. Each pair will record what they like about the video and describe their feelings when they listen to the music. Additionally, they will discuss the influence of the video and its messages, and if it influences how they want to look, dress and behave. Students will identify other videos or songs that influence how they feel about their bodies.</p> <p>Teacher will provide guidelines as to the type of music that is acceptable.</p>	<p>Responses reflect a clear and accurate understanding of the meaning of the concept of body image.</p> <p>Discussion points reflect self-awareness in identifying how the media has influenced their ideas of the physical self, body image and behaviours</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> Demonstrate coping skills to support the development of a positive body image 	<p>How we look is a small part of who we are and how healthy we are. Sometimes we develop low self-esteem or a negative body image because we are dissatisfied with how we look. This may stem from issues related to puberty or not looking like others. When we are dissatisfied with how we look we often compare ourselves to our peers and people on television.</p> <p>To counter this comparison, it is important to practise positive self-talk like “I am beautiful, I am strong, I am worthwhile.”</p> <p>We must focus on our qualities and abilities. Our abilities like being good at school, participating in sports, or playing an instrument, help us to accept who we are. Identifying qualities, such as humour, inquisitive nature and kindness, will make us feel proud and worthy.</p> <p>We must prioritize positive, healthy living by being involved in physical activity at least twice per week and eating healthy from the six food groups daily according to the Jamaican Food-based Dietary Guidelines.</p> <p>Strategies to improve body image include:</p> <ul style="list-style-type: none"> ✓ Finding supportive and positive friends ✓ Paying less attention to media images 	<p>Reflective Questioning/ Worksheet</p>	<p>Students will also identify negative messages they gain from the media about how people should look, think and act, and discuss how these messages can affect their thoughts and behaviours. Students will share their responses and then highlight programmes that have positively impacted them. Teacher will facilitate discussion, provide feedback, clarify and make referrals where necessary.</p> <p>In pairs, students will give their partner one compliment about a physical feature. Subsequently, the class will answer the following Reflective Questions:</p> <ul style="list-style-type: none"> • How do I feel when others compliment me? • Why is it important to accept the way I look naturally? • Why is it important for me to accept the natural appearance of others? • Why is it important for me to think positively about the way I look? <p>Students will then complete a worksheet about MY BODY (perception, imagination and emotions):</p> <ol style="list-style-type: none"> 1. I like my (name body part) because 2. I think my (name body part) is 3. My mother says my (name body part) is 4. My friends think my (name body part) is 5. I wish my body was 6. I feel that my body is 	<p>Worksheet shows effective use of self-awareness skill in identifying what they like/dislike about their body and appropriate value/virtue such as appreciation</p>

Objectives	Content	Strategy	Suggested Learning Activities	Assessment
	<ul style="list-style-type: none"> ✓ Talking to a counsellor or trusted adult ✓ Celebrate different parts of your body ✓ Practise positive self-talk 	<p style="text-align: center;">Journaling</p>	<p>7. I know my body is</p> <p>8. God says my body is</p> <p>Teacher will provide feedback, make referrals and clarify where necessary.</p> <p>Students will brainstorm what they think adolescents can do to feel better about themselves. They will create a list of strategies and identify two that they can use to improve their body image. They will practise the strategies and in their journals, they will describe how they have helped to change their attitude and improve their body image.</p> <p>Reflective Question:</p> <p>How can I develop a positive body image?</p> <p>What can I do to feel better about my body?</p> <p>Teacher will make referrals where necessary.</p>	<p>Journal entries reflect effective use of coping with emotions or self-awareness skill and appropriate value/virtue such as genuine or gratitude</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>in the presence of a child, or other similar actions).</p> <p>b. Emotional abuse – includes making a child feel that he/she is not loved or that he/she is bad or has no value (demeaning or belittling a child, not allowing a child to have friends, name-calling, and other similar behaviours).</p> <p>c. Neglect – includes not providing a safe home, food, clothing, or medical/dental care, as well as leaving a young child alone or with someone who is not able to care for him/her. Failure to supervise older children can also be considered neglect.</p> <p>d. Sexual abuse – includes using a child for sex acts, taking pornographic pictures of a child, or other types of sexual activity with a child. This also includes sexual exploitation (engaging a child in sexual activities for the exchange of money, gifts, shelter, and food.) and trafficking (sale of children for sexual purposes as well as forced marriage).</p> <p>SIGNS OF ABUSE</p> <ul style="list-style-type: none"> • Hinting or talking out rightly about abuse • Unexplained and/or repeated bruises or injuries • Burns that leave a pattern outlining the object used to make the burn 	<p>Case Scenario/ Discussion/ Roleplay</p>	<p><i>Serena loves cornrows and asked her neighbour to comb her hair. The neighbour told Serena that she looked ugly with cornrows.</i></p> <p><i>Michal's aunt told him to come home early but he forgot and stayed at football practice until late. When he got home his aunt spoke with him about being responsible with time.</i></p> <p><i>Dynasty has been feeling sick for the past two weeks. A family friend sexually abused and exploited her because he gave her lunch money for two weeks when her mother was in another parish working. She does not talk to anyone, not even her best friend anymore.</i></p> <p>Resource: Types of Abuse from Child Care and Protection Act http://jis.gov.jm/media/CDA.pdf</p> <p>Students will listen to or read the following scenario: <i>Henry and Maria like each other. They often chase and touch each other inappropriately. One day Henry tries to touch Maria inappropriately. She stops him and says, "No", but then smiles. Henry thinks she is just pretending, so he keeps trying. After trying to push Henry away and saying "no" numerous times, Maria stops smiling and changes her facial expression. Henry finally gives up and eventually apologises for his behaviour.</i></p>	<p>Discussion reflects a clear understanding of how to respond to sexual advances/inappropriate touches</p> <p>Role-play demonstrates effective use of assertiveness or refusal skill and appropriate value/virtue such</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>(iron, rope)</p> <ul style="list-style-type: none"> • Often being hungry, unsuitably dressed for the weather and/or always dirty • Being left alone often as a young child • Not wanting to go home • Being aggressive, angry or hostile • Appearing withdrawn or afraid, or appearing afraid of certain individuals • Reacting with fear to sudden and rapid movements • Difficulty concentrating • Refusing to participate or dress appropriately for physical activities • Showing unusual knowledge of sexual matters or acting out sexually • Repeatedly running away from home • Poor school attendance • Overly sexualized behaviour or use of explicit sexual language inappropriate for the child's age • Changes in sleeping patterns, including frequent nightmares, and difficulty falling asleep. Both may result in the child appearing tired <p>Setting Boundaries Pre-adolescents often are unaware that physical and sexual boundaries are necessary for human interaction. All people have the right to give or withhold consent regarding how they are to be touched and treated. Children need to understand however that at their age they are unable to consent to any form of sexual activity.</p>	<p>Journaling</p>	<p>Guided Questions:</p> <ul style="list-style-type: none"> • What would cause Henry to eventually apologize? • How did Maria feel about Henry's behaviour? • What would you do if you were in this situation? <p>In a guided group discussion, students will critically assess both Henry's and Maria's behaviours and what they would do and say if they were in this situation.</p> <p>Students will role-play Maria's response by practising assertiveness and refusal skills. Students should:</p> <ol style="list-style-type: none"> 1. Critically analyse the situation 2. Clearly and respectfully communicating how they feel 3. Maintaining appropriate eye contact and body language while saying 'NO'. <p>In their journals, students will advise a friend who is being coerced by someone to engage in inappropriate physical and/or sexual activities. Students will guide their friends on how to use the steps in the refusal skill or problem solving skill to protect themselves from abuse. Students will encourage their friends to report the matter to a trusted adult like the guidance counsellor.</p> <p>Reflective Question: What would I do if someone tried to touch me inappropriately?</p>	<p>as courage or to reject inappropriate touches and sexual approaches.</p> <p>Journal entries reflect encouragement to report abuse, effectively outline how to use refusal or problem solving skill to protect self from abuse and show appropriate value/virtue such as respect</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>Boundaries can be personal or geographical. Countries, communities, schools and homes also have boundaries or rules that help us to act responsibly.</p> <p>People have boundaries called personal boundaries. Some people, for instance, don't like when others touch them while speaking; other people don't mind. Certain kinds of touches can make us feel safe while others make us uncomfortable. These can violate a person's personal boundaries.</p> <p>Being assertive means standing up for oneself and being honest with others about what is comfortable or uncomfortable.</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 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 the STEAM integration approach to encourage the application of life skills.
8. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
9. ICT tools should be used to develop 21st-century skills and 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

GRADE 4 Theme: Sexuality and Sexual Health

Module 3: Managing Reproductive Health

Unit 1: Sexual and Reproductive Health

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

1. Understand the transmission of diseases, especially HIV/AIDS
2. Appreciate the importance of menstruation
3. Apply life skills to support persons infected and affected by HIV and AIDS

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

Topic 1: The Menstrual Cycle

Life Skills: Social: Empathy, Assertiveness

Cognitive: Critical Thinking, Problem solving

Coping: Self-awareness, Healthy self-management

Values/Virtues: Cleanliness, Self-respect, Care, Consideration, Understanding

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"> • Describe the process of menstruation • Recall that an embryo develops from a fertilized egg • Justify why proper self-care during menstruation • Respond appropriately during situations related to menstruation 	<p>Note to Teacher: This is a follow-up lesson to puberty for girls. While it is important for both boys and girls to understand menstruation, some girls may not feel comfortable discussing some aspects of this topic with male students. Be sensitive to this.</p> <p>During puberty, usually every month, a female experiences a menstrual cycle. Inside a girl's body, the ovaries will start to release an egg, usually about once every four weeks.</p> <p>This is where the body prepares for a baby later in life. Girls usually experience their first menstrual cycle between the ages of 11 and 14, however, there are some exceptions where girls will experience menstruation before age 11 or after age 14.</p>	<p>Game/ Discussion/ICT</p>	<p>Students will play a game of 'True or False'. Signs will be placed at opposite ends of the classroom and students will listen to a series of statements and indicate if they think each is true or false by standing under the appropriate sign. Students will give reasons for their answers. They will then watch the following video entitled 'The Menstrual Cycle' https://www.youtube.com/watch?v=vXrQ_FhZmos and discuss what they have learnt. Teacher will clarify where necessary.</p> <p>Sample statements:</p> <ol style="list-style-type: none"> 1. Menstruation is otherwise called a 'period'. 2. Both boys and girls menstruate 3. A girl sees her period once an egg is fertilized 4. A fertilized egg develops into an embryo 	<p>Students' responses indicate a clear and accurate understanding of the process of menstruation and how an embryo is formed</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>come in different sizes for the different flows. Also, some pads comewith wings that wrap around the leg openings of the underwear. Most have a sticky strip that holds the pad to the underwear. Pads should be changed often. It is also important to choose unscented pads.</p> <p>Panty liner: Panty liners are used to catch light menstrual flow or vaginal discharge.</p> <p>Tampons: These are another way to catch menstrual blood. Many young women like to use tampons as they can be worn for sports including swimming. They are made of soft cotton and have a string attached to the bottom. Tampons are inserted into the vagina with the string hanging down through the vaginal opening. The tampon is removed by pulling gently on the string. Tampons need to be changed often (every 4 – 6 hours). Unscented tampons are healthier to use. Girls experiencing their periods for the first time are not advised to use a tampon.</p> <p>Sanitary napkins shouldbe wrapped in tissue paper and disposed of in the garbage bin, not flushed in the toilet.</p> <p>Menstrual Hygiene Personal hygiene is very important during menstruation to reduce the risk of infection. Bathing regularly and wearing clean underwear is necessary, as well as changing sanitary napkins</p>	<p>Creative Art/ Journaling</p>	<p>b. A young woman starts her period for the first time when she is at home. (She should put on a pad and tellher parents/guardians.)</p> <p>c. A young woman has her period and some blood gets on her underwear. (At home she should change her underwear and put on a new pad. At school, she should try to wipe the blood with toilet paper and then put on a new pad.)</p> <p>d. A young woman is in class and she thinks she feels her period start. (She should ask to go to the washroom and when she gets there, she should put on a pad.)</p> <p>e. A young woman starts her period and the blood soaks through her clothes. (Reassure your students that this sometimes happens to almost all women. It can be embarrassing but all women understand how this can happen. She should get a teacher, school nurse, parent or guardian to help her.)</p> <p>f. A girl is crying in the hallways and holding her stomach. When asked what is wrong she indicates she is having severe cramps.</p> <p>Activity taken from: https://teachingsexualhealth.ca/app/uploads/sites/4/DALP5-My-Period-Feb25.pdf</p>	<p>Responses of boys indicate effective use of empathy skill and appropriate value/virtue such as understanding</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>and tampons every 6-8 hours to avoid unpleasant odours. Additionally, it is important to always carry a small pouch with clean underwear and extra sanitary napkins in the event of heavy bleeding, leaking or unexpected menstrual flow.</p> <p>https://teachingsexualhealth.ca/app/uploads/sites/4/DALP5-My-Period-Feb25.pdf</p>		<p>Reflective question: How can I show empathy towards my female peers if they experience situations during menstruation?</p> <p>How do I practise self-care during menstruation?</p>	

GRADE 4

Theme: Sexuality and Sexual Health

Topic 2:

STIs, HIV Transmission, Prevention, and Treatment

Life Skills:

Social: Empathy
 Cognitive: Critical thinking, Decision making
 Coping: Self-awareness

Values/Virtues:

Compassion, Understanding, Support, Care

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"> • Examine basic facts about HIV and AIDS • Distinguish between myths and facts about how HIV can be prevented and transmitted • Demonstrate compassion towards persons living with HIV • Display empathy towards persons living with and affected by HIV and AIDS 	<p>HIV (Human Immunodeficiency Virus) is the virus that causes AIDS (Acquired Immune Deficiency Syndrome).</p> <p>HIV is transmitted from one person to another through exposure to blood. Tattoos, body piercings and sharing needles or razors are dangerous and can expose a person to HIV and other blood-borne diseases.</p> <p>The Acquired Immune-Deficiency Syndrome (AIDS) is caused by HIV and is one of the most serious diseases and major causes of illness and death in the world.</p> <p>Stigma Stigma is the belief of a person about a perceived mark of disgrace linked with certain kinds of behaviour. HIV-related stigma refers to the negative beliefs, feelings and attitudes toward people living with HIV.</p> <p>Discrimination Discrimination is the practice of treating a group of people unfairly based on certain</p>	<p>Research/ Concept Mapping/ Presentation</p> <p>Discussion</p>	<p>In small groups, students will be given a handout to use to prepare and present information on HIV and AIDS using a concept map. The following questions should be used as guidelines:</p> <ul style="list-style-type: none"> • What is HIV? • What is AIDS? • How does someone contract HIV? • Who can contract HIV? • How can HIV be transmitted? • How can HIV be prevented? • Is there a cure for HIV? • How can we tell if someone has HIV? <p>Students will discuss each sentence and state if they are true/false:</p> <ul style="list-style-type: none"> • You can protect yourself by using gloves when helping a friend who is bleeding. True or False? • You can protect yourself by not sharing drinking cups. True or False? • You can protect yourself by not sitting next to a person who has HIV. True or False? • You can protect yourself by not sharing needles or razor blades. True or False? • You can contract HIV by shaking hands with someone who has the virus. True or False? • You can protect yourself by not having 	<p>Presentations show an accurate understanding of basic facts about HIV and AIDS</p> <p>Students' responses show an ability to distinguish between myths and facts about how HIV can be prevented and transmitted</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>characteristics. HIV-related discrimination refers to the unfair and unjust treatment of an individual based on his or her real or perceived</p> <p>Living with HIV is not a death sentence as many persons live a long and healthy life on anti-retroviral therapy.</p>	<p>Simulation/ Creative Expression</p>	<p>sex. True or False?</p> <ul style="list-style-type: none"> • We are too young to get HIV. True or False? • We should not use utensils of persons who are HIV/AIDS positive. True or False? <p>Students will view the case scenario with a mother living with HIV on the Life Skills DVD. Students can also view Corey's Story (MoEY CD on HIV/AIDS). In groups, they will simulate how they would treat persons living with HIV. Students can also draw a comic strip or write a short story about how they can show empathy to PLHIVs.</p> <p>Reflective Question:</p> <p>How would I want to be treated if I were infected with HIV?</p>	<p>Simulations, comic strips or letters illustrate effective use of empathy skill and appropriate value/virtue such as compassion or understanding towards persons living with HIV</p>

THEME: SEXUALITY AND SEXUAL HEALTH

MODULE 4: ACCESS SOURCES OF HEALTH INFORMATION AND SERVICES

Develop action competence to reduce vulnerability to priority problems, including HIV and AIDS, cervical cancer and STIs.

About the Module

Display knowledge and behaviour that will render students less vulnerable to contracting and spreading HIV and AIDS, cervical cancer and STIs). Addressing issues related to the physical and emotional aspects of HIV and AIDS, the stigma of living with HIV and AIDS and discrimination against people living with HIV and AIDS is critical. Importantly, students are encouraged to examine a range of options for reducing vulnerability to these problems such as abstinence and a drug-free lifestyle.

Key Skills

- Coping Skills (healthy self-management, self-monitoring)
- Social Skills (communication, assertiveness, refusal, negotiation, empathy)
- 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 the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and 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 4**Theme: Sexuality and Sexual Health**

Module 4: Access Sources of Health Information and Services

Unit 1: Where to Go for Help

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

1. Understand that there are various health resources available to them
2. Appreciate the need for health resources
3. Apply appropriate life skills to access age-appropriate sources of health information and services

Core Values: Moral lenses – 1. Respect for self 2. Respect for others 3. Positive outlook 4. Stewardship/service**Topic 1:** A Web of Health Resources for Children and Young People**Life Skills:** Social: Communication, Advocacy

Cognitive: Critical thinking, Decision making, Problem solving

Coping: Healthy self-management

Values/Virtues: Reason, Education, Confidence

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"> • Identify available health services in their communities • Justify the need for health resources to maintain physical, social and emotional health • Demonstrate the ability to access valid information to enhance health 	<p>Health Resources Resources that can help with health, social and emotional problems for members of the family, the school and the community.</p> <p>Adolescents need age-appropriate information to reduce their vulnerability to reproductive health issues and build their resiliency.</p> <p>It is important therefore that they are equipped with skills to access information and services, especially in cases where these services are not easily accessible due to location.</p> <p>The Ministry of Health and Wellness in Jamaica is responsible for ensuring the provision of adequate, effective and efficient health services for the population of Jamaica, including adolescents.</p>	<p>Research/ Visual Art</p> <p>Debate</p>	<p>Prior to class, students will identify at least three locations in their communities offering health information/services and the type of service being offered. In groups they will create a booklet or brochure of available health services by the community, using the information from the research. Booklets and brochures will be placed on display in the HFLE Corner.</p> <p>Students will be placed in groups to debate the need for health resources to be available at school to maintain physical, social and emotional health.</p> <p>Reflective Question: Why do I need access to health resources?</p>	<p>Booklets or brochures reflect accuracy about the health services available in their communities</p> <p>Debate reflects effective use of critical thinking skill to provide sound arguments for the need for health resources and appropriate value/virtue such as reason</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>Health information and services can be accessed from:</p> <ul style="list-style-type: none"> • Clinics • Hospitals • Parents or Trusted Adults • Doctors' Offices • Guidance Counsellors • Ministry of Health Offices • The National Family Planning Board <p>Adolescents may seek reproductive health information to:</p> <ul style="list-style-type: none"> • Seek clarification on sexual development • Cope with emotions during puberty • Raise concerns about reproductive health • Conduct research/assignments <p>Convention on the Rights of the Child</p> <p>Article 24 (Health and health services): Children have the right to good quality health care – the best health care possible – to safe drinking water, nutritious food, a clean and safe environment and information to help them stay healthy.</p> <p>Jamaica has legislation that recognizes the right of persons aged 16 to obtain medical services without parental consent. Young people under the age of 16 are not able to access services without the consent of a parent or guardian.</p>	<p>Role play</p>	<p>In groups, students will write on a strip of paper questions they have about reproductive health. The teacher will redistribute the questions to different groups who will role-play how they would access the desired information from a health care provider, parent or guidance counsellor using the steps in the life skill communication.</p>	<p>Role play illustrates effective use of the steps in communication skill – being an effective speaker, along with appropriate value/virtue such as confidence</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>Even though doctors, nurses or health care providers cannot discuss a patient's conversations, physical examination, medical history, and test results with other people, even the patient's parents, they are required by law to report if a child is harming himself/herself or others, or if they are at risk of being harmed by others.</p>			

APPROPRIATE EATING & FITNESS

GRADE 4 – APPROPRIATE EATING AND FITNESS –TERM 3

REGIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
<p>RS AEF1: 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"> 1. Recognise healthy eating as a critical component of healthy living throughout the life cycle. 2. Demonstrate ways to select a balanced meal, using a variety of foods. 3. Apply safe food-handling principles 	<ol style="list-style-type: none"> 1. Making Healthy Choices 	<ol style="list-style-type: none"> 1. Healthy Food Choices 	<ul style="list-style-type: none"> • You are What You Eat • Drinking Water for Health and Wellbeing • Safe Food, Good Health
<p>RS AEF2: Demonstrate understanding of fitness and its relationship to good health and quality of living</p>	<ol style="list-style-type: none"> 1. Recognise and value fitness as another critical component of healthy lifestyle. 2. Incorporate safety principles when engaged in fitness activities 3. Design and implement an age-appropriate physical fitness plan 4. Appreciate the role of fitness in achieving good health 	<ol style="list-style-type: none"> 2. Good Health & Quality Living 	<ol style="list-style-type: none"> 1. Safeguarding My Health 	<ul style="list-style-type: none"> • Lively Up Your “Cells” • Keeping Fit, Being Safe
<p>RS AEF3: 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"> 1. Demonstrate an understanding of factors that influence eating and fitness behaviours. 2. Make varied choices to broaden experiences related to eating and fitness. 	<ol style="list-style-type: none"> 3. Factors Influencing Eating & Fitness 	<ol style="list-style-type: none"> 1. Eating and Fitness Influences 	<ul style="list-style-type: none"> • What in the World • Influences My Eating and Fitness? • Breakfast for Health and Wellness

Regional Standards	Core Outcomes	Modules	Unit	Topics
<p>RS AEF4: Develop knowledge and skills to access age-appropriate sources of information, products and services related to eating and fitness</p>	<p>1. Identify sources of accurate, age-appropriate information relating to eating and fitness.</p>	<p>4. Sourcing Information</p>	<p>1. The Health and Physical Activity Marketplace</p>	<ul style="list-style-type: none"> Shopping for Good Health and Fitness

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. 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 the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and 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

GRADE 4**Theme: Appropriate Eating and Fitness**

Module 1:

Making Healthy Choices

Unit 1:

Healthy Food Choices

Learning Goals:

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

1. Understand the importance of healthy food choices and their relationship to good health
2. Appreciate the importance of making healthy food choices
3. Apply cognitive and coping skills to eat healthily

Core Values:**Moral lenses – 1. Respect for self 2. Respect for others 3. Positive outlook 4. Stewardship/service****Topic 1:****You Are What You Eat****Life Skills:**

Social: Communication, Advocacy

Cognitive: Decision making

Coping: HealthY Self-management

Values/Virtues:**Wisdom, Moderation, Self-control, Discipline, Sacrifice**

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"> • Examine foods that support the health of their skin, hair, eyes and teeth • Comply with dietary guidelines to eat healthier meals • Demonstrate advocacy skill to support making healthy food choices 	<p>Nutrition Eating foods from the six food groups gives us a varied, balanced and healthy diet. Different foods within the same group contain different nutrients.</p> <p>The Food-Based Dietary Guidelines for Jamaica says it is important to (1) eat a variety of foods from all the food groups daily, (2) eat a variety of fruits daily, (3) eat a variety of vegetables daily, (4) include peas, beans and nuts in your daily meals, (5) reduce intake of salty and processed foods, (6) reduce intake of fats and oils, (7) reduce intake of sugary foods and drinks and (8) make physical activity a part of your daily routine.</p>	<p>Research/ Graphic Organizer</p>	<p>In small groups, students will research how each nutrient helps their bodies, using the Food-Based Dietary Guidelines for Jamaica poster/chart. Students will continue the research by reviewing the six food groups for healthy eating, identifying the body parts that they want to make healthier, and the foods they need to eat to get the results they desire.</p> <p>Groups will present their findings using a graphic organizer or any other creative means.</p> <p>Reflective Questions:</p> <ul style="list-style-type: none"> • What are the benefits of some of the foods I eat? • What foods can I eat to improve the health of my eyes, teeth, skin etc.? 	<p>Presentations show an accurate understanding of the foods that support the health of their skin, hair, eyes and teeth</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>Benefits of Each Food Group When we eat from all six food groups, good health is promoted, well-being is improved, and our bodies receive the necessary nutrients to fight illnesses and energy for work and other daily activities.</p> <p>The fruit group includes naseberry, cherry, mango, orange, ripe banana, and star apple, among others. Fruits contain fibre, carbohydrates, vitamins, minerals, water and phytonutrients. These help us to prevent constipation, fight illnesses, improve the health of hair, skin and nails and keep us full for longer.</p> <p>The vegetable group includes carrots, pumpkin, string beans, okra, callaloo, cabbage, lettuce, and tomato, among others. Vegetables are a good source of fibre, carbohydrates, phytonutrients, vitamins, minerals and water. These help us to control conditions such as diabetes, hypertension, overweight/obesity and heart diseases.</p> <p>The legumes and nuts group includes all peas, beans, nuts and seeds which are a good source of fibre, protein, and minerals. Our fibre intake increases when we consume these and they provide a healthy option for snacks in between meals, preventing extremes of hunger.</p> <p>The fats and oils group includes cooking oil, margarine, butter, meat</p>	<p>Project/ Journaling</p>	<p>Teacher will provide feedback and clarify where necessary.</p> <p>Students will work in groups to create a balanced meal using the Food-Based Dietary Guidelines to assemble their plates from the websites below. Each group will present a justification for their plates, stating the amount of food to be consumed from each food group.</p> <div data-bbox="1123 544 1606 844" data-label="Image"> <p>The image is a poster titled 'Food Based Dietary Guidelines for Jamaica' with the subtitle 'Healthy Eating - Active Living'. It features a central plate filled with various food items like fruits, vegetables, and grains. Surrounding the plate are silhouettes of people engaged in different activities: a person walking, a person in a wheelchair, a person pushing a stroller, and a person carrying a bag. To the left of the plate is a fork and to the right is a knife and a glass of water. The poster also includes logos for the Ministry of Health and the Food and Agriculture Organization (FAO).</p> </div> <ol style="list-style-type: none"> <li data-bbox="1113 885 1522 974">1. http://www.moh.gov.jm/edu-resources/food-based-dietary-guidelines-for-jamaica/ <li data-bbox="1113 982 1564 1015">2. http://www.fao.org/3/a-az914e.pdf <p>They will monitor the food they eat for two weeks and in their journals, they will report on how well they were able to comply with the guidelines at each of their meals.</p> <p>Reflective Question:</p> <p>Which food groups should I be consuming the most or least of? What eating habits do I need to change to comply with dietary guidelines?</p>	<p>Journal entries reflect appropriate value/virtue such as moderation or discipline and effective use of healthy self-management skill to comply with dietary guidelines</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>fat, coconuts, nuts, ackee, avocado (pear), shortening, pastries, fried foods, processed foods, chips, mayonnaise, and salad dressing. These are sources of fats (trans fat, saturated fat), cholesterol, & fat-soluble vitamins such as vitamins A, D, E & K. Eating from this group helps to control hypertension and heart diseases, prevents some cancers and improves health and well-being,</p> <p>The staple food group includes bread, breadfruit and yams among others, which give us energy from the carbohydrates and potassium which is needed to maintain a regular heartbeat and fluid balance in the cells. Staples are gluten-free and hypoallergenic, as they are unprocessed, with no added dyes, flavourings or food additives.</p> <p>The food from animals food group includes poultry, beef, pork and fish. This group supplies many nutrients, including protein, B vitamins (niacin, thiamine, riboflavin, and B6), vitamin E, iron, zinc and magnesium. These help with healthy bones, muscles and teeth (milk, yoghurt).</p>	Creative Arts	<p>Students will create individual pledges on stock cards or other appropriate materials. They will pledge to include nutritious foods in their diets. These messages will form part of their class' advocacy for healthier options to be made available to children.</p> <p>Students will also work in groups to create jingles to support the campaign for healthier food options.</p> <p>Teacher will provide feedback and clarify where necessary.</p>	Posters or jingles reflect effective use of the steps in advocacy skill, along with appropriate value/ virtue such as wisdom

GRADE 4**Theme: Appropriate Eating and Fitness****Topic 2:****Drinking Water for Health and Wellbeing****Life Skills:**

Social: Communication, Advocacy

Cognitive: Decision making

Coping: Health Self-management

Values/Virtues:**Moderation, Commitment, Discipline, Sacrifice**

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"> • Examine the importance of drinking adequate water for healthy living • Practise water in-take to improve daily diets • Demonstrate social skills to support drinking water to reduce the risk of dehydration 	<p>Approximately 65% of the human body is water. Drinking insufficient water will result in dehydration (loss of water from the body that needs to be replenished). If the body is not rehydrated (drink water) lungs, kidneys, the brain and other body parts will fail to work well which may lead to serious illness or even death if left untreated.</p> <p>Symptoms of dehydration include thirst, dry mouth, little need to urinate, dark/very yellow urine, dry skin, headache, muscle cramps, dizziness, fainting and others. Symptoms will depend on the level of dehydration in the body.</p> <p>Water, therefore, helps to:</p> <ul style="list-style-type: none"> ✓ regulate body temperature ✓ get rid of waste ✓ reduce constipation ✓ reduce disease ✓ improve the appearance of the skin ✓ maintain and improve general physical health ✓ keep the body hydrated 	<p>Experiment/ Discussion</p>	<p>Students will work in groups to maintain three small plants for five days. Plant A will be watered twice daily, Plant B will be watered only twice in five days and Plant C will receive no water at all. Students will record what they notice about the physical appearance of each plant. A discussion will follow about the importance of drinking enough water.</p> <p>Guiding questions:</p> <ol style="list-style-type: none"> 1. What did you notice about the physical appearance of the plant that received water twice daily? 2. What did you notice about the physical appearance of the plant that received water twice in five days? 3. What did you notice about the physical appearance of the plant that did not receive water? 4. Which plant appears to be the healthiest? 5. Which plant appears to be the least healthy? 6. Why is drinking enough water important? 	<p>Discussion points reflect a clear and accurate understanding of the importance of drinking adequate water</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>Children’s needs vary depending on their activity levels and whether they are on medication and the types of food they eat. Children who eat more foods that are well-hydrated such as watermelons, tomatoes, mangoes, cane, apples or cucumbers tend to need to drink less water because they consume water when they eat these foods.</p> <p>Tips to help you drink more water</p> <ul style="list-style-type: none"> ✓ Take water in enough quantities everywhere you go ✓ Make or purchase a water bottle that can hold adequate water ✓ In summer, put a bottle of frozen water in your lunch box and keep a bottle of cold water in the fridge ✓ Choose to drink water instead of sugary drinks ✓ Choose to eat foods that have high water content. ✓ Learn more about the benefits of drinking water and share the information with others ✓ Ask your parents and family members to join in drinking more water ✓ Dilute juices, sports drinks and cordials with water and use smaller glasses when drinking sugary drinks 	<p>Project/ Reporting</p>	<p>Reflective Question:</p> <p>Why is drinking water better for you than soft drinks, cordials and fruit juices?</p> <p>Teacher will provide feedback and clarify where necessary.</p> <p>Students will assess their water bottles if they have one to determine if they can hold all the water they need to drink while they are at school. Students without water bottles will identify an appropriate plastic bottle at home that can be reused as a drinking water bottle. Using the sample chart below or any other appropriate tracker, students will work in groups to monitor how much water they drink daily at school and at home over a specified period. Students will review how they feel to determine if they have had enough water to drink.</p> <p>Reflective Questions:</p> <p>Am I drinking enough water every day?</p> <p>How do I feel when I drink enough water?</p> <p>How do I feel when I do not drink enough water?</p> <p>How much water am I drinking?</p> <p>Extension: Students will play the water game to test their hydration knowledge.</p> <p>Jimmy’s Thirsty: https://www.healthyactivekids.com.au/teachers/online-games/jimmys-thirsty/</p>	<p>Reports reflect display of appropriate value/virtue such as commitment or moderation and effective use of healthy self-management skill to improve water intake</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria																																				
	<p>How Much Water is Adequate?</p> <p>The body loses water every day, which needs to be replaced, on average, 2.9 litres for men, and 2.2 litres for women. Studies have demonstrated that people who do not consume an adequate amount of water are at greater risk for certain chronic diseases. The American Journal of Epidemiology, says the risk factors associated with coronary heart disease are elevated by dehydration. It reports that drinking high amounts of water is as important as exercising, dieting, or not smoking in preventing the disease.</p> <p>We should drink more water when we are exercising or on a hot day. We often do not feel thirsty even when our bodies need fluid, so it's a good idea to drink water regularly throughout the day.</p> <table border="1" data-bbox="380 954 842 1295"> <thead> <tr> <th>Age Range</th> <th>Gender</th> <th>Total Water (glasses/Day)</th> </tr> </thead> <tbody> <tr> <td>4 to 8 years</td> <td>Girls and Boys</td> <td>5/1litre/25 ounces</td> </tr> <tr> <td rowspan="2">9 to 13 years</td> <td>Girls</td> <td>7/1.5 /li-tre/35ounces</td> </tr> <tr> <td>Boys</td> <td>8/1.1litre/40oz</td> </tr> <tr> <td rowspan="2">14 to 18 years</td> <td>Girls</td> <td>8/1.1litre/40 oz</td> </tr> <tr> <td>Boys</td> <td>11/1.6/55oz</td> </tr> </tbody> </table>	Age Range	Gender	Total Water (glasses/Day)	4 to 8 years	Girls and Boys	5/1litre/25 ounces	9 to 13 years	Girls	7/1.5 /li-tre/35ounces	Boys	8/1.1litre/40oz	14 to 18 years	Girls	8/1.1litre/40 oz	Boys	11/1.6/55oz		<p>The Kidney Brothers: https://organwiseguys.com/wp-content/uploads/2015/04/OWG_Blog_Activity_Sheet_4-2-15.pdf</p> <p>Choose Water as Drink https://www.healthykids.nsw.gov.au/downloads/file/kidsteens/HealthyKids_KidsFactSheet_ChooseWaterAsADrink.pdf</p> <p>Complete the chart with the days of the week and fill in the chart by colouring a square blue and writing how much water you drink per day.</p> <table border="1" data-bbox="1115 672 1612 1260"> <thead> <tr> <th>TIME</th> <th>MO</th> <th>TU</th> <th>WE</th> </tr> </thead> <tbody> <tr> <td>Breakfast</td> <td>Drank a bottle of water 600ml or 2 ½ cups</td> <td></td> <td></td> </tr> <tr> <td>Lunch</td> <td></td> <td>2 bottles of water 1200ml or 5 cups</td> <td></td> </tr> <tr> <td>Dinner</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Extra-curricular activity (football, swimming)</td> <td></td> <td></td> <td>Drank a bottle of water 600ml or 2 ½ cups</td> </tr> </tbody> </table>	TIME	MO	TU	WE	Breakfast	Drank a bottle of water 600ml or 2 ½ cups			Lunch		2 bottles of water 1200ml or 5 cups		Dinner				Extra-curricular activity (football, swimming)			Drank a bottle of water 600ml or 2 ½ cups	
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Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>Water and Sport</p> <ul style="list-style-type: none"> ✓ Staying well-hydrated, especially in hot weather and when you're exercising, helps your body function at its best. Dehydration can cause headaches and fatigue, make you feel cranky and affect your concentration. When you feel thirsty, you may already be dehydrated. Drink water before beginning physical activity and have a few mouthfuls of water during breaks in playing games or sports. ✓ After sport or exercise, drink plenty of water to make up for what you've lost in sweat. 	Project	<p>Students will create and participate in the "Drinking Water Chain." Students will work in groups to design a campaign either by using the creative arts or by designing a competition. Each group will activate their campaign at school and any other place (church, home, community). Students will modify the chart from the previous activity on water intake to record how they encouraged others to drink more water and report the results of their campaign focussing on these questions:</p> <ul style="list-style-type: none"> • Are my family members drinking more water? • How much more water? • How do they feel after starting to drink more water? <p>Reflective Question:</p> <p>How can I encourage others to drink more water?</p> <p>Teacher will provide feedback and clarify where necessary.</p> <p>Extension: Drinking Water Campaign https://www.healthyactivekids.com.au/wp-content/uploads/2014/01/U1L6R2-Clean-Water-Campaign.pdf</p>	<p>Reports reflect effective use of the steps in advocacy skill and display of appropriate value/virtue such as reason or commitment to encourage others to drink water</p>

GRADE 4

Theme: Appropriate Eating and Fitness

Topic 3:

Safe Food: Good Health

Life Skills:

Social: Communication, Advocacy

Cognitive: Decision making

Coping: Healthy Self-management

Values/Virtues:

Responsibility, Cleanliness, Respect, Consideration

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"> Examine the relationship between keeping food safe and maintaining good health Practise keeping their food safe Demonstrate the ability to use social skills to take actions that promote food safety 	<p>The World Health Organization states that safe food is needed for everybody, from growing children and adolescents to pregnant women and older adults. Unsafe food and water are linked to the deaths of an estimated 2 million people annually including many children. We are encouraged to follow simple steps of food safety when handling food to prevent some foodborne illnesses and diseases.</p> <p>Steps to Safe Food</p> <p>Keep clean. Thoroughly wash raw fruits and vegetables with tap water; Keep your hands, the kitchen and the chopping board clean all the time.</p> <p>Separate raw food from cooked food. Do not mix raw food and ready-to-eat food.</p> <p>Cook thoroughly all meat, poultry and seafood, especially shellfish. Reheat all leftovers until they are steaming hot.</p>	<p>Story/ Discussion</p>	<p>Students will listen to and observe the pictorial story about How Dad Got Sick and discuss the following questions:</p> <p>Pictorial Story: https://www.fsis.usda.gov/wps/wcm/connect/a0cc777d-ac98-446e-b7eb-2157172249cf/How_Dad_Got_Sick.pdf?MOD=AJPERES</p> <p>Guiding questions:</p> <ol style="list-style-type: none"> What will happen if you eat unsafe foods? What will happen if you eat safe foods? Why is it important for you to keep your food safe? How does keeping foods safe help to maintain good health? <p>Teacher will provide feedback and clarify where necessary</p> <p>Extension: Students will work in groups to review and discuss one poster about each of the four simple steps to prevent foodborne illnesses.</p> <p>Food Safety Posters – Page 13-20: http://www2.gnb.ca/content/dam/gnb/Departments/sd-ds/pdf/Wellness-MieuxEtre/Chefs/KeepingFoodSafe.pdf</p>	<p>Discussion points reflect a clear and accurate understanding of the relationship between keeping food safe and maintaining good health</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
			As Food Safety Ambassadors, students in groups will design and implement a campaign to promote food safety in their home or community. This could involve creating posters or videos.	and appropriate value/virtue such as respect or responsibility

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 promotes 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 the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and 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

GRADE 4**Theme: Appropriate Eating Fitness**

Module 2:

Good Health and Quality Living

Unit 1:

Safeguarding My Health

Learning Goals:

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

1. Understand the importance of physical activity
2. Appreciate the role physical activity plays in the development of a healthy lifestyle
3. Apply cognitive or coping skills to improve physical activity levels

Core Values:**Moral lenses – 1. Respect for self 2. Respect for others 3. Positive outlook 4. Stewardship/service****Topic 1:****Lively Up Your “Cells”****Life Skills:**


Social: Communication, Advocacy

Cognitive: Decision making

Coping: Health Self-management, Self-awareness

Values/Virtues:**Commitment, Respect, Care, Appreciation, Discipline**

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"> • Explain the benefits of engaging in physical activity • Proposes a plan to increase physical activity to maintain good health • Demonstrate social skills in promoting physical activities for healthy living 	<p>Importance of Engaging In Physical Activity</p> <p>Engaging in regular physical activity is especially important for young children. It builds strength and develops healthy bodies, improves the development of gross and fine motor skills, increases self-sufficiency and confidence, better sleep, weight management, improves social skills and can even enhance academic performance. Regular physical activity also reduces the risk factors for obesity and diabetes and the development of common chronic diseases of adulthood, such as heart disease and certain cancers. Physical activity should be a part of daily life.</p>	<p>Movement/ Discussion/ Journaling</p>	<p>Students will warm up with the video “Exercise is Cool” or dance to the “Cha Cha Slide”</p> <p>Exercise: https://www.youtube.com/watch?v=NbEeaBULvys</p> <p>Cha Cha Slide: https://www.youtube.com/watch?v=wZv62ShoStY</p> <p>Students will then discuss the benefits of exercise/physical activity. Teacher will use the following questions to guide students:</p> <ul style="list-style-type: none"> • How do I feel after exercising/dancing/physical activities? • How can I benefit from exercise or physical activity? • How physically active am I? <p>Teacher will provide feedback and clarify where necessary.</p>	<p>Discussion points reflect a clear and accurate understanding of the benefits of engaging in physical activity</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>Health Status Before participating in physical activities, knowing whether we have a medical condition that may affect the level of participation is important. We should always follow our doctor's advice about participating in physical activity and the instructions of our coaches/ teachers during physical activity.</p>	<p>Campaign</p>	<p>Students in groups will design a campaign (posters, school presentations, flyers, cheers) to promote safety during physical activity. Each group will create a tagline for their campaign. Groups will action their campaign using different platforms (cheerleading, grade 4 rally, and walkathon on the school compound).</p>  <p>Sample Campaign Poster: https://www.teacherspayteachers.com/Product/PE-Poster-Top-10-Cardiovascular-Endurance-Exercises-2015591</p>	<p>Campaign messages reflect effective use of the steps in advocacy skill along with appropriate value/ virtue such as fairness or responsibility, to promote safety during physical activity while</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.
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7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and 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

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>It is important to guide children to make simple, quick and nutritious meals. Breakfast ideas include:</p> <ul style="list-style-type: none"> ✓ Sandwiches: A sandwich can be made of any type of protein (including food left over from dinner) and vegetables. Cash crops such as lettuce, pak choi and callaloo or tomatoes can be planted in our backyards or containers. They are easy and inexpensive to maintain. ✓ Cereals and porridge ✓ Fruits ✓ Any combination of foods that will give nutrients from at least three food groups in quantities needed <p>Children can ensure they have a healthy breakfast by:</p> <ul style="list-style-type: none"> ✓ Learning about the importance of having a healthy breakfast ✓ Eating the food provided for them at home ✓ Speaking up to a trusted adult if their parents are not able to provide food for them ✓ Accessing their school's breakfast programme <p>Skipping breakfast can result in:</p> <ul style="list-style-type: none"> ✓ Increased risk of diseases ✓ Lack of essential nutrients in the body such as fibre 	<p>Case Scenarios/ Role Play</p>	<p>Sample Interview Questions</p> <ol style="list-style-type: none"> 1. Did you eat breakfast this morning? 2. What did you have for breakfast? 3. Do you think it was nutritious? 4. When was the last time you ate yesterday? 5. Calculate the amount of time between your last meal yesterday and your first meal today. 6. Describe how you feel if you skip breakfast in the morning. 7. Why do you think that breakfast is the most important meal of the day? <p>Students will be placed in groups to read a case scenario and respond to the situation to help their friend. Students can role-play their responses.</p> <p><i>Mary's mother wakes up at 5 a.m. each morning to prepare breakfast. By the time Mary wakes up and gets ready for school, it is too late to eat breakfast.</i></p> <p><i>Sim has not eaten breakfast for the last two days. He was late for school but had all his books in his backpack. Later that morning, Sim didn't feel very well. His stomach hurt a little and he felt like he had no energy. "What's going on?" thought Sim, "I felt OK when I woke up, but now I don't feel well." Sim's teacher noticed he wasn't himself. Usually, he was the first one to raise his hand when she asked the class a question, but this day it seemed like it was hard for Sim to pay attention.</i></p>	<p>Students' responses reflect effective use of the steps in problem solving, creative thinking or empathy skill and appropriate value/virtue such as or care to support eating a healthy breakfast daily.</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<ul style="list-style-type: none"> ✓ Low blood sugar levels affect mood and ability to concentrate 		<p><i>There is a breakfast programme at Han's school to ensure students have something to eat before classes. Han comes to school every day but does not eat breakfast.</i></p> <p>Guiding questions:</p> <ol style="list-style-type: none"> 1. What can Mary and her mother do to ensure that Mary eats breakfast before school? 2. Why do you think Sim didn't feel well when he got to school? Did he forget to do something important? 3. What else might happen to Sim because he didn't have breakfast? 4. If Sim keeps skipping breakfast in the mornings, do you think he will have enough energy to play daily? 5. How can you encourage Han to eat the meal provided each day in the breakfast programme? 	

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 relationships)
- 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 the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and 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

GRADE 4**Theme: Appropriate Eating Fitness**

Module 4:

Sourcing Information

Unit 1:

The Health and Physical Activity Marketplace

Learning Goals:

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

1. Know how to access age-appropriate information relating to healthy eating and fitness
2. Appreciate the responsibility of acquiring accurate information related to healthy eating and fitness
3. Apply life skills related to sourcing information for healthy eating and fitness

Core Values:**Moral lenses – 1. Respect for self 2. Respect for others 3. Positive outlook 4. Stewardship/service****Topic: 1****Shopping for Good Health and Fitness Information****Life Skills:**

Social: Communication

Cognitive: Critical Thinking, Creative thinking

Coping: Healthy self-management, self-awareness

Values/Virtues:**Wisdom, Credibility, Responsibility, Trustworthiness**

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"> • Examine sources of quality eating health information • Evaluate the validity of healthy eating and physical activity resources • Express the importance of accessing health information from credible sources • Demonstrate the ability to access 	<p>Accessing Information Information is easily accessible online. A quick search on Google shows thousands of websites, but students need guidance on how to access valid health information.</p> <p>Reliable health information can be found in pharmacies, doctors' clinics and community health centres, telephone helplines or direct lines to doctors and pharmacists; reliable health information websites, such as government sites, support organisation sites, and medical journals.</p> <p>Credible Health Institutions and Organizations</p> <p><i>World Health Organization (WHO)</i> tackles disease and seeks to achieve better health globally. The</p>	<p>Story Board/ Discussion</p>	<p>Students will work in groups to examine pictures of different places and discuss the following questions:</p> <ul style="list-style-type: none"> • If you have a question about your health or your diet, where do you go? • Is the internet a good place to source quality information on eating and fitness? • How do you know if you are getting trustworthy or reliable information? <p>Sample pictures include a hospital, clinic, community shop/bar, police station, library, pharmacy, church, healthy lifestyle clubs, shopping malls, gas stations, supermarkets, schools, police officers, and gym instructors.</p> <p>Each group will select the pictures of the places/persons that they believe can give them high-quality eating and fitness information and create a storyboard that</p>	<p>Storyboard and discussion reflect a clear and accurate understanding of sources of quality health information</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria						
<p>valid information, products and services to enhance healthy eating and physical activity through appropriate use of cognitive skill</p>	<p><i>Pan American Health Organization (PAHO)</i> is the regional field office for WHO in the Americas of which all Caribbean countries are members.</p> <p><i>United Nations Children’s Fund</i> addresses major health concerns such as HIV and AIDS, and maternal and child nutrition through child health initiatives.</p> <p><i>United States Agency for International Development</i> provides funding for and supports global health initiatives in areas such as child health and nutrition.</p> <p><i>CARPHA</i> has a public health mission of preventing disease, promoting and protecting health, and conducting educational, public health and social welfare activities within CARICOM member states.</p> <p><i>Ministry of Health and Wellness, Jamaica</i> and agencies such as the <i>National Health Fund</i> provide quality health services and promote healthy lifestyles and environmental practices.</p> <p>Seven Steps to Sourcing Health Information</p> <ol style="list-style-type: none"> 1. What is the source of the information? (health care providers, government agencies, etc.) 2. What are the qualifications of the persons? (Are they certified and part of a professional group?) 	<p>Guided Inquiry/ Checklist</p>	<p>will be presented to the class.</p> <p>Students will individually evaluate the information provided by the teacher on healthy eating and physical activity using the following inquiry-based checklist. Students will then give reasons for ensuring information is received from credible sources.</p> <p>Reflective question: What could happen if I share incorrect information about health issues? Do I fact-check my information before sharing it with others?</p> <p>Sample Information: Myths and Facts worksheets, media advertisement, brochures, internet information</p> <p>Health and Physical Activity Checklist</p> <table border="1" data-bbox="1136 852 1633 1360"> <thead> <tr> <th data-bbox="1136 852 1276 919">Consider the Source</th> <th data-bbox="1276 852 1493 919">Questions to Consider</th> <th data-bbox="1493 852 1633 919">Responses</th> </tr> </thead> <tbody> <tr> <td data-bbox="1136 919 1276 1360"> Is it a respected, reliable, and unbiased source? </td> <td data-bbox="1276 919 1493 1360"> Who is the source? Is it a: <ul style="list-style-type: none"> • Government agency • University or academic institution • Non-profit or professional organization • Commercial organization Is it a source you recognize? </td> <td data-bbox="1493 919 1633 1360"></td> </tr> </tbody> </table>	Consider the Source	Questions to Consider	Responses	Is it a respected, reliable, and unbiased source?	Who is the source? Is it a: <ul style="list-style-type: none"> • Government agency • University or academic institution • Non-profit or professional organization • Commercial organization Is it a source you recognize?		<p>Students’ responses reflect critical thinking skill in evaluating sources of information on healthy eating and physical activity as valid/not valid</p> <p>Responses include valid reasons to support the importance of accessing information from credible sources</p>
Consider the Source	Questions to Consider	Responses								
Is it a respected, reliable, and unbiased source?	Who is the source? Is it a: <ul style="list-style-type: none"> • Government agency • University or academic institution • Non-profit or professional organization • Commercial organization Is it a source you recognize?									

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria									
	3. Is the information current (up-to-date)? 4. Is the information from reputable health care providers? 5. What is the purpose of the information? (Is it to inform or to make money?) 6. How can you get more accurate information? 7. Does the information look or sound fake?	Research/ Discussion	<table border="1" data-bbox="1213 191 1703 883"> <thead> <tr> <th data-bbox="1213 191 1352 256">Consider the Source</th> <th data-bbox="1358 191 1570 256">Questions to Consider</th> <th data-bbox="1577 191 1703 256">Responses</th> </tr> </thead> <tbody> <tr> <td data-bbox="1213 261 1352 727"> Author is in the field of health or quotes a health professional </td> <td data-bbox="1358 261 1570 727"> Is it clear who is providing the health information? Is the author a health care professional with credentials? Physician (MD) Registered dietitian (RD) Registered nurse (RN) Nurse practitioner (ARNP) Journalist on Health </td> <td data-bbox="1577 261 1703 727"></td> </tr> <tr> <td data-bbox="1213 732 1352 878"> Contact information provided is from reliable source </td> <td data-bbox="1358 732 1570 878"> Are health claims and benefits supported with references to medical research? </td> <td data-bbox="1577 732 1703 878"></td> </tr> </tbody> </table> <p data-bbox="1213 922 1682 1138"> Students will be given a topic related to healthy eating or physical activity. They will be asked to research the topic and obtain credible information to share with the class. Students will use the seven steps to health information (in content column) and must record their source. </p> <p data-bbox="1213 1175 1457 1203">Guiding Questions:</p> <ol data-bbox="1213 1219 1682 1468" style="list-style-type: none"> 1. How can I know if this source of information is correct? 2. How can I trust the information I receive from people about healthy eating and physical activity? 3. Should I listen to everything the media tells me about healthy eating and physical activity? 	Consider the Source	Questions to Consider	Responses	Author is in the field of health or quotes a health professional	Is it clear who is providing the health information? Is the author a health care professional with credentials? Physician (MD) Registered dietitian (RD) Registered nurse (RN) Nurse practitioner (ARNP) Journalist on Health		Contact information provided is from reliable source	Are health claims and benefits supported with references to medical research?		Research findings reflect the ability to effectively use critical thinking skills and appropriate value/virtue such as credibility or trustworthiness, to access valid information about healthy eating and physical activity
Consider the Source	Questions to Consider	Responses											
Author is in the field of health or quotes a health professional	Is it clear who is providing the health information? Is the author a health care professional with credentials? Physician (MD) Registered dietitian (RD) Registered nurse (RN) Nurse practitioner (ARNP) Journalist on Health												
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MANAGING THE ENVIRONMENT



MANAGING THE ENVIRONMENT – Grade 4 – TERM 3

REGIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
NS ME1: Demonstrate understanding of the inter-relationships of a sustainable natural environment.	<ol style="list-style-type: none"> 1. Identify elements of a sustainable environment (air, sunlight, water, land, plants and germs). 2. Identify threats to a sustainable environment. 3. Appreciate the need for a sustainable environment. 	Maintaining My Environment	The Environment and You	<ul style="list-style-type: none"> • Stewards of the Ecosystem
NS ME2: 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"> 1. Identify environmental health threats with emphasis on priorities in their country. 2. Identify the main factors and sources that contribute to these environmental health threats. 	Environmental Threats	Protecting Our Land	<ul style="list-style-type: none"> • Where Did the Beauty Go?
NS ME3: 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"> 1. Identify ways in which the quality of the natural environment can affect personal health and the well-being of the school and community. 2. Appreciate how a healthy, sustainable environment contributes to their well-being and their peers. 	Health & Wellbeing	Replenishing My Environment	<ul style="list-style-type: none"> • Healthy Homes and Communities
NS ME4: 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"> 1. Identify practical opportunities for maintaining a sustainable environment and reducing health threats. 2. Make appropriate choices to reduce exposure to environmental health risks for self and family. 3. Appreciate that everyone has a responsibility to contribute to a healthy, sustainable environment. 	Sustaining the Environment	Preserving My Environment	<ul style="list-style-type: none"> • I Care for My Environment: Reducing and Conserving
NS ME5: 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"> 1. Identify sources of accurate, age-appropriate information relating to managing the environment. 	Sources of Information	Environmental Guidelines	<ul style="list-style-type: none"> • Informed and Aware

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 understand 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 the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and 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, Science, Social Studies

GRADE 4**Theme: Managing the Environment**

Module 1: Maintaining My Environment

Unit 1: The Environment and You

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

1. Understand the inter-relationship between man and his environment
2. Appreciate and respect the importance of a sustainable environment
3. Use social skills as active stewards of the environment

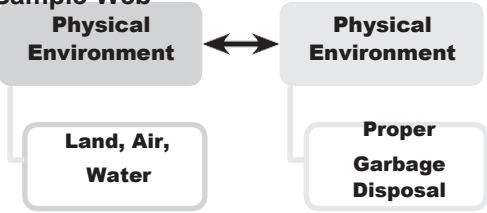
Core Values: Moral lenses – 1. Respect for self 2. Respect for others 3. Positive outlook 4. Stewardship/service**Topic 1:** Stewards of the Ecosystem**Life Skills:** Social: Communication, Advocacy

Cognitive: Critical thinking, Problem solving, Creative thinking

Coping: Self-awareness

Values/Virtues: Stewardship, Responsibility, Cleanliness, Concern, Care

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"> • Examine the term environmental stewardship in relation to caring for the physical environment • Analyse the relationships amongst the various elements of the ecosystems • Express concern about human impact on the environment 	<p>Environmental Stewardship Stewardship is the responsible supervision of something or someone. Environmental stewardship is a commitment to the efficient use of natural resources and the protection of ecosystems. This includes balancing how we farm, hunt, conserve and preserve our natural resources because of the valuable services they provide for sustainability. http://nepa.gov.jm/student/resource-material/pdf/Environmental_Stewardship.pdf</p> <p>Ecosystem An ecosystem is made up of all the living and non-living things such as air, sunlight, water, land, plants, animals and other living organisms.</p> <p>Our school sites and backyards are part of the ecosystem. How we treat</p>	<p>Group Discussion/ Webbing Creative Art</p>	<p>In groups, students will discuss the terms 'environmental stewardship' and 'physical environment'. They will create a web showing the relationship between the elements of the physical environment (land, air, water, plants and germs) and the role of environmental stewardship. Students will then create a poster entitled Environmental Stewardship and the Physical Environment using their responses from the brainstorming and discussion.</p> <p>Reflective Question: How am I practising environmental stewardship?</p> <p>Students in groups can also use this web tool to create their web online http://readwritethink.org/classroom-resources/student-interactives/readwritethink-webbing-tool-30038.html</p>	<p>Web and poster illustrate a clear and accurate understanding of the relationship between environmental stewardship and the physical environment</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> Demonstrate the ability to use cognitive skills to propose solutions to address environmental issues 	<p>the earth determines whether we have clean or unclean air, safe or unsafe food and water, good or bad soil and healthy or unhealthy plants. People share the Earth with all the other living things – plants, animals, fungi, and microorganisms (living things that we cannot see.)</p> <p>Sustainable Environment All the physical surroundings on Earth are called the environment. The environment includes everything living and everything non-living; this is made up of natural and man-made resources such as landforms, rivers, plants, animals, buildings and other structures.</p> <p>People, animals, plants, and all other living things rely on the non-living parts of the environment to survive. The part of the environment where life happens is called the biosphere.</p> <p>https://kids.britannica.com/kids/article/environment/399445</p>	<p>Journaling/ Discussion</p>	<p>Sample Web</p>  <p>Students will go out into their schoolyard in small groups to observe the ecosystem. They will create entries in A Nature Journal using information observed on the schoolyard nature walk. They will journal detailed records of plants, animals, soils, and weather conditions through drawings and written descriptions.</p> <p>They will ensure the following are included:</p> <ul style="list-style-type: none"> Date Description of the weather conditions (and drawing if possible) Description of the soil (colour, texture, is it damp or dry?) A drawing of a plant with a brief description of where they found it (e.g., in the shade, in an open area, etc.), labelled with parts of the plant (stem, root, petal, etc.). A drawing of an animal or insect and a description of its location and what it was doing, labelled appropriately. <p>Students will return to class and in small groups discuss two items from their Nature Journal. Each group will then report on the items they discussed explaining features, organisms, or plants they observed and the way these organisms, plants and features interact</p>	<p>Journal entries and students' responses in discussion show critical thinking and a clear understanding of relationships among the various elements of the ecosystems</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
		Research/ Presentation	<p>with each other.</p> <p>Guiding questions:</p> <p>How does the ecosystem contribute to a sustainable environment?</p> <p>How do I interact with some of the organisms, features and plants/animals observed in the schoolyard?</p> <p>Students will use the internet/library to search for the year they were born and list any major environmental issue/problem (land, air, water) that occurred during that year locally or internationally (1-3 issues). They will make a presentation to the class using the following information:</p> <ol style="list-style-type: none"> 1. How they feel about environmental issues and the role of human beings in creating those issues/problems. 2. Possible solutions (environmental activities) to mitigate the problems recurring. <p>Reflective Question: How can I help my school ecosystem be healthier?</p>	Presentations reflect effective use of the steps in critical thinking or creative thinking skill, along with appropriate value/virtue such as concern, to propose solutions to environmental issues

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

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 the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and promote responsible behaviour.
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LINKS TO OTHER SUBJECTS: Religious Education, Civics, Science, Social Studies

GRADE 4**Theme: Managing the Environment**

Module 2:

Environmental Threats

Unit 1:

Protecting Our Land

Learning Goals:

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

1. Understand the impact of environmental threats on the health and well-being of students, families, schools, and communities
2. Appreciate the relationship between environmental health and personal health
3. Apply social skills to become active stewards of the environment

Core Values:**Moral lenses – 1. Respect for self 2. Respect for others 3. Positive outlook 4. Stewardship/service****Topic 1:****Where Did the Beauty Go?****Life Skills:**

Social: Communication, Advocacy

Cognitive: Creative thinking, Critical thinking, Problem solving

Coping: Healthy Self-management

Values/Virtues:**Responsibility, Care, Concern, Respect**

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"> • Summarize environmental health threats that affect the Caribbean • Express appreciation for the environment and the need to protect it • Advocate for personal responsibility to protect the environment from health threats 	<p>Environmental Health Threats Our environment is comprised of everything around us including natural things and those built by human beings. Human action plus natural disasters put the environment at risk, thereby creating health threats. In the Caribbean, our main environmental health threats are land, air and water pollution; vector-borne diseases; deforestation and soil erosion.</p> <p>Causes of Environmental Health Threats Natural Disasters: Hurricanes and earthquakes are two of the main factors in the Caribbean that cause health threats. Winds bring viruses and cause land erosion. Erosion comes from a Latin word that means “to eat away.” Climate change causes harsh storms, which make soil and coastal (beach) erosion common</p>	<p>Discussion/ Research</p>	<p>Students in small groups will examine the environmental threats in Jamaica and create an environmental poster gallery to inform other students. The gallery will include pictures and captions of each environmental threat and the parishes most affected.</p> <p>Each group will be given one of the following threats to research and display on cue/poster cards:</p> <ul style="list-style-type: none"> • Land, air and water pollution • Diseases • Waste • Bird migration • Coastal erosion • Deforestation • Climate change • Hurricanes • Earthquakes <p>Sample Resource:</p>	<p>Discussion points indicate a clear and accurate understanding of environmental threats</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
		Creative Arts	<p>appreciation for the environment and encouraging persons to protect and take better care of the environment.</p> <p>In groups, students will choose one of the environmental threats (previously discussed) that result from human interaction and develop a song, video, dub poem, poster or other forms of creative art to educate persons on the issue and steps they can take to minimize their effect on their community.</p>	<p>or responsibility</p> <p>Creative pieces reflect creative messages and effective use of advocacy skill, along with appropriate value/virtue such as respect or concern to encourage personal responsibility to protect the environment from health threats</p>

THEME: MANAGING THE ENVIRONMENT

MODULE 3: HEALTH AND WELL-BEING

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 wellbeing.

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.
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8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and promote responsible behaviour.
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LINKS TO OTHER SUBJECTS: Religious Education, Civics, Science, Social Studies

GRADE 4 Theme: Managing the Environment

Module 3: Health and Well-being

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**

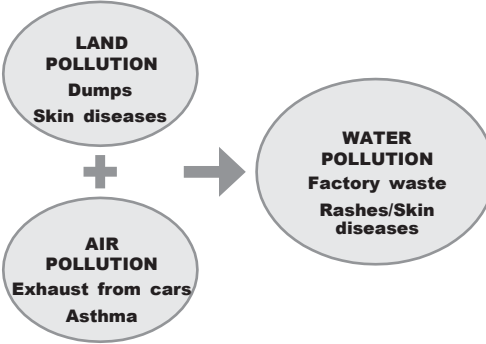
Topic 1: Healthy Homes and Communities

Life Skills: Social: Communication, Assertiveness, Advocacy

Cognitive: Critical thinking, Decision Making

Coping: Healthy Self-management

Values/Virtues: **Appreciation, Responsibility, Care, Cleanliness**

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"> • Show the relationship between pollution and individual health • Show willingness to reduce pollution to improve the health of the environment • Demonstrate the ability to use coping skills to contribute 	<p>The Natural Environment This is all of the animals, plants, and other things existing in nature and not made or caused by people.</p> <p>It is important to be aware of harmful things around us so that we know how to avoid them. Our children, younger and older are more susceptible to harm as they play outside and are therefore susceptible to environmental health threats.</p> <p>It is important for us to understand the ecological impact of our individual actions at home and school. Each of us can plan and commit to conserving resources and protecting the environment, including reducing our carbon footprint. (This is explored in the following unit).</p>	<p>Brainstorming/ ICT/ Presentation</p>	<p>Students will watch a video about pollution entitled 'Learn about Pollution' https://www.youtube.com/watch?v=OqHp03RRTDs and present to the class a graphic organizer showing how pollution affects individual health, e.g.:</p> 	<p>Graphic organizer and discussion reflects a clear and accurate understanding of the relationship between pollution and individual health</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, 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 the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and 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, Science, Social Studies

GRADE 4**Theme: Managing the Environment**

Module 4: Sustaining the Environment

Unit 1: Preserving My Environment

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

1. Understand how to creatively maintain a sustainable environment to reduce health threats
2. Respond positively to activities that reduce exposure to environmental health risks for self and others
3. Apply social and cognitive skills to improve the health of the environment

Core Values: Moral lenses – 1. Respect for self 2. Respect for others 3. Positive outlook 4. Stewardship/service**Topic 1:** I Care for My Environment: Reducing and Conserving**Life Skills:** Social: Communication, Advocacy

Cognitive: Critical thinking, Decision making

Coping: Healthy Self-management

Values/Virtues: Responsibility, Care, Respect, Consideration

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"> • Examine factors that threaten a sustainable environment • Display a positive attitude towards activities that seek to reduce health threats • Demonstrate social skills in promoting activities for a healthy sustainable environment 	<p>A sustainable environment is defined as responsible interaction with the environment to avoid depletion or degradation of natural resources and allow for long-term environmental quality. Environmental sustainability helps to ensure that the needs of today's population are met without jeopardizing the ability of future generations to meet their needs.</p> <p>Weather refers to short-term changes in the atmosphere, while climate is more long-term and refers to the weather over a long period in a specific area.</p> <p>Weather is the condition of the environment at any time, such as the temperature, cloud cover, fog conditions, air pressure and humidity. Today the weather might be sunny</p>	ICT/ Research/ Discussion/ Presentation	<p>Students will be divided into groups. Some groups will examine posters or watch videos showing factors that contribute to a sustainable environment. Each group will explore a different topic and present their findings to the class explaining with examples of how their assigned factor can contribute to sustainability of the environment.</p> <p>Sample Poster/Video Resources:</p> <p>Carbon Foot Print https://youtu.be/DKDq1RMHscQ https://www.teachstarter.com/teaching-resource/ways-reduce-carbon-footprint-poster</p> <p>Deforestation https://youtu.be/Nc7f5563azs</p> <p>Conservation/Preservation https://youtu.be/D_YoDiVjBRy</p>	Presentations show a clear and accurate understanding of factors that threaten sustainability of the environment

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>with a clear sky and tomorrow, there might be clouds and rain.</p> <p>Climate is the long-term pattern of weather in a region. The difference between weather and climate is that the weather in a place can change every day, in terms of temperature, rainfall and wind conditions. The climate is the average, long-term weather. Weather is like our mood on a day and climate is like our overall personality.</p> <p>What makes up our climate system?</p> <ol style="list-style-type: none"> 1. Atmosphere: The air we breathe and the thin layer of gases that surround the earth. 2. Oceans: Almost 70% of the Earth's surface is covered with oceans and they change according to changes in the atmosphere. 3. Land: Geographical features influence weather. 4. Ice: 3% of the Earth's surface is ice which helps in regulating the temperatures. 5. Biosphere: The biosphere is that part of the earth which supports all forms of life. <p>Carbon footprint refers to how much is released into the air because of actions by humans (not by nature.) Anything we do that burns fuel causes carbon dioxide gas to be released in the smoke. Carbon dioxide has carbon in it. Just as walking on the</p>	<p>Project/ Portfolio</p>	<p>Recycling https://youtu.be/vNyv4fGRO5o https://youtu.be/BaFpv03hq-4</p> <p>Going Green https://youtu.be/8DJ45Yc3urg</p> <p>Other groups will explore the life cycle of products to determine how actions threaten the environment. Students will read the fact sheets below for each product and create a timeline or brochure that shows the story of production, consumption, and disposal of products by including information about how much energy, water and waste were used in making the product assigned to their group.</p> <p>Sample Products</p> <ul style="list-style-type: none"> • The Life Cycle of a Soccer Ball https://www.epa.gov/sites/production/files/2015-09/documents/the_life_of_a_soccer_ball.pdf • Life Cycle of a CD or DVD http://www.worldwatch.org/system/files/GS0005.pdf • The Life Cycle of a Cell Phone http://www.mass.gov/eea/docs/dep/recycle/reduce/06-thru-l/life-cell.pdf <p>Students will participate in a series of activities to reduce environmental health threats. The class will be divided into groups that will rotate their involvement in activities.</p> <p>Some groups will create a Green Garden on the school grounds, using plastic bottles and other waste materials. They</p>	<p>Brochures or timelines reflect the use of critical thinking to show a clear and accurate understanding of factors that threaten sustainability of the environment</p> <p>Portfolio reflects a willingness to participate in activities and appropriate value/virtue such as appreciation or consideration</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>sand leaves a footprint, burning fuel leaves carbon dioxide in the air, which is called a carbon footprint. One way to reduce our carbon footprint is to conserve on electricity: Turn off the lights, computers, and TV when you're not using them. Switch to compact fluorescent light bulbs.</p> <p>Reforestation is the process of replacing plants in an area where they have been destroyed. It can apply to trees, flowers, other types of plant life and to forests. Reforestation is often needed when trees are cut down to make lumber.</p> <p>Conservation/Preservation is the sustainable use and management of natural resources including wildlife, water and air. Natural resources may be renewable or non-renewable. The conservation of renewable resources like trees involves ensuring that they are not consumed faster than they can be replaced. The conservation of non-renewable resources like fossil fuels involves ensuring that sufficient quantities are maintained for future generations to utilise.</p> <p>Green Practices Reduce, Reuse, Recycle -- Three great ways to eliminate waste and protect our environment! Waste, and how we choose to handle it, affects our environment.</p>	ICT	<p>will include plant waste from the school canteen such as skins from bananas to create compost for the garden. Others will create a 'Conservation Checklist' and monitor their activities to conserve resources such as water and light. Another group will practise the 3Rs of garbage management and the final group will participate in tree planting exercises.</p> <p>Students will create a portfolio to record their experience in the project. The portfolio should include reflective entries on each group activity.</p> <p>Reflective Question: What can I do to conserve natural resources?</p> <p>In groups, students will create videos to encourage people to take action to reduce threats to the sustainability of the environment. They can use videos of themselves engaged in the previous activities, and develop creative and informative messages targeting their audience.</p>	<p>Videos reflect effective use of the steps in advocacy skill, facts on reducing environmental health threats, creativity in design and key messages as well as appropriate value/virtue such as stewardship or respect</p>

THEME: MANAGING THE ENVIRONMENT

MODULE 5: SOURCES OF INFORMATION

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

About the Module

Students should be capable of identifying, accessing and critically assessing age-appropriate information, products and services for 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 the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and 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, Science, Social Studies

GRADE 4**Theme: Managing the Environment**

Module 5:

Sustaining the Environment

Unit 1:

Preserving My Environment

Learning Goals:

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

1. Develop knowledge to access age-appropriate information, products and services for managing the environment
2. Accept responsibility for acquiring accurate information, products and services related to managing the environment
3. Apply life skills related to sourcing information, products and services related to managing the environment

Core Values:**Moral lenses – 1. Respect for self 2. Respect for others 3. Positive outlook 4. Stewardship/Service****Topic: 1****Informed and Aware****Life Skills:**

Social: Communication

Cognitive: Problem solving, Critical thinking

Coping: Self-awareness

Values/Virtues:**Appreciation, Responsibility, Care, Credibility**

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"> • Investigate sources of information related to managing the environment • Express appreciation for the work of environmental agencies and organizations 	<p>Sources of Information</p> <p>In Jamaica, the National Environment and Planning Agency (NEPA) was founded to carry out the technical and administrative mandate of three statutory bodies: the Natural Resources & Conservation, Authority (NRCA), the Town & Country Planning Authority (TCPA), and the Land Development & Utilisation Commission (LDUC)".</p> <p>Their duties include conservation and protection of natural resources and compliance and enforcement of environmental laws and policies.</p> <p>Environmental companies and</p>	<p>Creative Arts/ Report</p>	<p>Students, in groups, will act as reporters and create a newspaper about managing the environment. Each group will be given a section of the newspaper to write about the topic they will research:</p> <p>Sample newspaper sections: <u>Business</u>: How much does it cost to clean gullies of improper disposal of waste? <u>News</u>: What are the environmental threats affecting Jamaica? <u>Advice column</u>: What are possible solutions to maintaining a sustainable environment at home and school? <u>Comics and Puzzles</u>: Depict healthy and unhealthy environments and create puzzles with environmental words like pollution, recycling etc.</p>	<p>Newspaper articles reflect critical thinking and creative thinking where appropriate</p> <p>Report shows a clear and accurate understanding of different sources of information on the environment</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> Demonstrate the ability to use critical thinking skill to access appropriate resources to address environmental health threats 	<p>individuals usually operate with core values such as Integrity, Accountability, Justice & Fair-play Customer Service, Teamwork, Health & Safety, Empowerment, Respect:</p> <p>Some companies and organizations entrusted with the stewardship of the environment are CARPHA, the Caribbean Disaster Emergency Management Agency (CDEMA) and the Pan-American Health Organization (PAHO).</p>	<p>Game/Creative Arts</p>	<p>Students will work together to create the newspaper, with its various sections and articles using newsprint/cartridge paper. The newspaper will be displayed in the Health and Family Life Education Corner of the classroom.</p> <p>Each group will present to the class:</p> <ol style="list-style-type: none"> Where they sourced their information: (internet/library/resource person/ book/pamphlet) What the process was like sourcing the information; was it easy/difficult and why How they determined if the source was reliable <p>Reflective Question: How often do I practise critical thinking when sourcing information for a topic?</p> <p>Students will create and complete an 'Environmental Match Me' card game that matches the environmental activity to the organization responsible.</p> <p>Game Instructions Two groups will have the environmental activities (e.g. beach clean-up) while the other two groups will have the organizations (NEPA). Using the rules of GO FISH or any other suitable card game, students will compete in matching as many environmental activity cards with the cards for the responsible organization.</p> <p>Once the cards are matched, students will show their cards and share with the class why they appreciate the organization.</p>	<p>Completed 'Match Me' cards show knowledge of organizations and what they do for the environment.</p> <p>Students' responses reflect an appreciation for the work of the organization</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria								
		Case scenario	<p>SAMPLE MATCHING CARDS Environmental Activities</p> <table border="1" data-bbox="1209 269 1709 350"> <tr> <th data-bbox="1209 269 1455 310">School Gardens</th> <th data-bbox="1461 269 1709 310">Beach clean up</th> </tr> <tr> <td data-bbox="1209 315 1455 350">Green Gardens</td> <td data-bbox="1461 315 1709 350">Reforestation</td> </tr> </table> <p>Organizations</p> <table border="1" data-bbox="1209 428 1709 574"> <tr> <th data-bbox="1209 428 1455 469">RADA</th> <th data-bbox="1461 428 1709 469">NEPA</th> </tr> <tr> <td data-bbox="1209 474 1455 574">Plastic Bottle reused for green gardens</td> <td data-bbox="1461 474 1709 574">Forestry Department</td> </tr> </table> <p>Students will be given different scenarios related to environmental issues. Students in groups will read each scenario and assess the situation to determine which organizations and agencies they will need to seek support to access products, services or information. Students will then write a letter to the organization outlining their request and share it with the class. Teacher will provide feedback and clarification where necessary.</p>	School Gardens	Beach clean up	Green Gardens	Reforestation	RADA	NEPA	Plastic Bottle reused for green gardens	Forestry Department	Letters reflect effective use of critical thinking skill and appropriate value/virtue such as responsibility, to assess the situation and determine the appropriate resources required to address the situation
School Gardens	Beach clean up											
Green Gardens	Reforestation											
RADA	NEPA											
Plastic Bottle reused for green gardens	Forestry Department											

SAMPLE LESSONS

NAME:	Subject: Health & Family Life Education
Date:	Grade: 4
Theme: Sexuality and Sexual Health	Topic: It's my body and I will Defend it!
Duration: 1 hour	
General Objective: Students will appreciate the importance of keeping their bodies safe from inappropriate touches.	
<p>Specific Objectives: At the end of the lesson students should be able to:</p> <p>Cognitive: Differentiate between a good touch and a bad touch.</p> <p>Attitude: Initiate courageous actions to protect themselves from inappropriate touches.</p> <p>Skill: Demonstrate the steps of refusal skills in a manner that shows courage.</p>	
Value: Courage	
Dominant Life Skill: Refusal	
<p>Content Summary:</p> <p>Both boys and girls face sexual abuse and exploitation. Any type of unwanted sexual touching or fondling is sexual abuse. Any touch that makes you uncomfortable is usually the first signal that it is inappropriate. People who sexually abuse children often use threats, bribes, humiliation, tricks or violence. A child must become aware of these persons and their various methods so he/she can protect himself/herself.</p> <p>Courage is an ideal value that children need to take the first step in protecting themselves against sexual abuse. The life skill, refusal, is another useful tool that children can use to stand up to persons, especially those who are known, who are making inappropriate advances that make the child uncomfortable.</p> <p>Chant: The topic is to be chanted throughout the lesson where courage is displayed- It's my body and I will Defend it!</p> <p>Steps in Refusal Skill:</p> <ul style="list-style-type: none"> • Say a Loud 'NO!' • Run Fast – GO! • Tell a trusted adult – TELL! 	
<p>Resources: Video presentation - My Body Belongs to Me Resources: Video presentation - My Body Belongs to Me (https://www.youtube.com/watch?v=a-5mdt9YN6l) Learn to be Courageous, https://youtu.be/fODUMKvJ5nI?si=xZmliHJ08PKQ6Jw3</p>	
<p>Engagement: Students will play the game "Simon Says" where they will be asked to complete actions with different parts of their bodies. Teacher will state the objectives of the lesson and highlight the dominant life skill (refusal skill) and the value (courage). Teacher will introduce the courage snap- snap fingers three times and shout courage- that will be used throughout the lesson. Students will be asked to set ground rules for the class to ensure good classroom behaviour management.</p>	

Problem Statement: Teacher will ask students to view a visual representation of the problem statement: “Many adults and older children sometimes touch children in a way that is uncomfortable and inappropriate”.

Exploration-: Students will watch the video, My Body Belongs to Me: <https://www.youtube.com/watch?v=a-5mdt9YN6I> . In small groups, they will discuss the video. Students will then be introduced to two concept maps that they will use to arrive at the definitions for the word “inappropriately” and “uncomfortable”. They will then use their dictionaries to compare the definitions that they came up with. Students will do further exploration of the video with the following **explorative questions:**

1. How do I know when I am being inappropriately touched?
2. What negative feelings I might experience when I am inappropriately touched?

In the previously formed small groups, students will be given symbols (X or □) from a container. X is for inappropriate touch and □ is for appropriate touch. Two charts representing the bodies of a boy and a girl will be mounted on the board. A student or students from each group will be selected to place the symbols on parts of the body that they think are either good or bad for persons to touch.

Students will then watch a video entitled, “Learn to be Courageous” on <https://youtu.be/fODUMKvJ5nI?si=xZmliHJ08PKQ6Jw3>. A discussion will ensue in which the value of courage will be highlighted by engaging students in a finger-snapping activity. They will be asked to do the courage snap whenever the value is being mentioned or depicted.

Students will repeat the topic of the lesson “It’s my body and I will Defend it!” as a chant.

Reflective Question: How can I be courageous in refusing an inappropriate touch?

Students will repeat the topic to emphasize courage- It’s my body and I will Defend it!

Explanation- Life Skills Development Stage: Students in groups will be given each step of the refusal skill on a different strip of paper. Then they will be asked to place the steps in order. A representative from each group will be given a step and then they will come together to role-play all the steps resulting in a final demonstration of the life skill. Students will share how they think refusal skill can help them to protect their bodies.

1. Say a Loud ‘NO!’
2. Run Fast – GO!
3. Tell a trusted adult – TELL!

Elaboration: Students will be reminded of the problem statement “Many adults sometimes touch children in a way that is uncomfortable and inappropriate” shared earlier and asked to reflect on it as they are engaged in one of the following activities in their differentiated groups:

Using the steps of refusal skill and the value courage:

1. Draw a picture of yourself. Using assigned colours indicate the areas of your body that are considered appropriate and inappropriate for touching and will result in uncomfortable feelings. Draw how you would respond if someone tried to touch you on one of the inappropriate areas on your body.

RED – Inappropriate for touch

GREEN – Appropriate for touch

2. Write a paragraph about how you can be courageous in using refusal skill to protect yourself from being inappropriately touched.
3. Create a song or dub poem emphasizing how someone can show courage when using the refusal skill to protect themselves from inappropriate touches.
4. Complete a comic strip showing courage and refusal skill in defending their bodies.

Evaluation: Students will be given a scenario to do a role-play based on the instructions given below.

SCENARIO

Clara lives in a household that is sometimes so crowded she can't think straight. She loves her grandparents, especially her grandfather. She remembers the days when grandpa would take her to the river to fish. But, as she got older her grandfather began to treat her differently. She no longer wants to be in his company. He now tries to touch her in ways she finds uncomfortable. When he hugs her he wants to kiss her on the lips too. If she goes to the bathroom he sneaks up on her and closes the door.

Based on the given scenario, in your groups, role-play how Clara must courageously use refusal skill to deal with her uncomfortable feelings being around her grandfather. Use the rubric provided as a guide to ensure your role-play is outstanding.

Each group will use the checklist below to assess their peers

REFUSAL	YES	NO
1. A Loud 'NO!' was said		
2. They/He/She Ran Fast		
3. They/He/She Told a trusted adult		
4. They/he/she was courageous		

Assessment Questions: Were students able to:-

1. Accurately differentiate between a good touch and a bad touch?
2. Competently initiate courageous actions to protect themselves from inappropriate touches?
3. Proficiently demonstrate the steps of refusal skill in a manner that shows courage?

Teacher Evaluation:

NAME:	Subject: Health & Family Life Education
Date:	Grade: 4
Theme: Self and Interpersonal Relationships	Topic: Goals for Growth
Duration: 1 hour	
General Objective: Students will appreciate the importance of setting goals	
<p>Specific Objectives: At the end of the lesson students should be able to:</p> <p>Cognitive: Explain the importance of setting goals.</p> <p>Attitude: Show perseverance in personal abilities to achieve goals.</p> <p>Skill: Demonstrate the steps of decision making in a manner that shows perseverance to achieve goals.</p>	
Value: Perseverance	
Dominant Life Skill: Decision Making Skill	
<p>Content Summary: A goal is a target you want to reach or achieve. People who have goals to guide them are often happier and achieve more than they would without having goals. Goals provide focus so that you can plan and stay on task. Goal Setting promotes self-confidence and good mental health. When you accomplish a task or receive a prize for hard work it makes you feel good about yourself. Some goals are short-term, while others are long-term. Long-term goals are goals for the future which means you will need to focus for a long time, maybe a month or a year or several years. Short-term goals are goals you have for the near future or that you will need to focus on for a short period of time, maybe a few hours, a day, or a week. Both types of goals require effort, concentration, and commitment. It is usually helpful to think of short-term goals that will help you achieve your long-term goals.</p> <p>Goal Setting Strategy - Vision+ Goal+ Attitude + Action = SUCCESS</p> <p>Importance of goal setting</p> <ul style="list-style-type: none"> • Improves self-worth. • Helps children to organize their time. • Raises self-confidence. • Helps children to stay focused. <p>Children must be encouraged to set goals early in life. Goals must be set within their reach and must evolve with changing situations.</p> <p>Teacher Notes: Growth Mindset: Research shows that Growth Mindset is the understanding that abilities and intelligence can be developed. A person's mindset sets the stage for either performance goals or learning objectives. A student with a performance goal might be worried about looking smart all the time and avoid challenging work. On the other hand, a student with a learning goal will pursue interesting and challenging tasks to learn more.</p>	

Life Skill:

Decision Making Skill

- S – State the problem
- O – Options (weigh options and consequences)
- D – Decide
- A – Act upon your decision

Value: Perseverance: Sticking firmly and consistently to a course of action or belief

Chant! Goals for Growth! *I believe I can!*

Resources: HFLE Text (Primary) https://macmillancaribbeanebooks.com/media/ces-samplepdfs/9780230483293_preview.pdf HFLE Curriculum

Engagement: Students will play a game of Dance Freeze to encourage movement. Teacher will play music and instruct the students to freeze in whatever position they are in when the music stops. Students should stay in the freeze position until the music starts again.

Teacher will state the objectives of the lesson and highlight the dominant life skill (decision making skill) and the value (perseverance). Students will be asked to set ground rules for the class to ensure good classroom behaviour management.

Problem Statement: Show a picture of a group of children with question marks over their heads or any picture that speaks to a difficult task. Proceed by sharing with the class: Children your age, often give up easily on tasks they find difficult and this attitude affects their grades and relationship with family and friends.

Exploration: Three students will roleplay the dialogue on page 6 of the Health Family Life Education Primary text (https://macmillancaribbeanebooks.com/media/ces-samplepdfs/9780230483293_preview.pdf) Students in small groups (cooperative learning groups) They will explore the role play with the following **discussion questions from the text:**

1. What seems to be most important to Zack?
2. How could Kim begin to work towards her career in computer sciences now?
3. How do you feel about what Zac's mother said to him?
4. Is Suzie wrong for saying she will think about her career later?

Throughout the responses, the value of perseverance will be highlighted- students will be asked to say Goals for Growth! *I believe I can* upon hearing the value of perseverance mentioned or depicted.

See "Resources Plan for Success and Progress Chart" at the end of the lesson plan for additional information.

Explanation- Life Skill Development Stage: Students in their small groups will read activity 2 on page 7 (https://macmillancaribbeanebooks.com/media/ces-samplepdfs/9780230483293_preview.pdf) of the Macmillan Primary text and use the steps in Decision Making Skill to help the character achieve her goal

Decision Making Skill

- S – State the problem/situation
- O – Options (weigh options and consequences)
- D – Decide
- A – Act upon your decision

Students will share in a whole group discussion about the importance of decision making in setting goals.

Reflective Question: What goal would I like to achieve?

Elaboration: Students will do the following in their journals using the steps in the decision making skill:

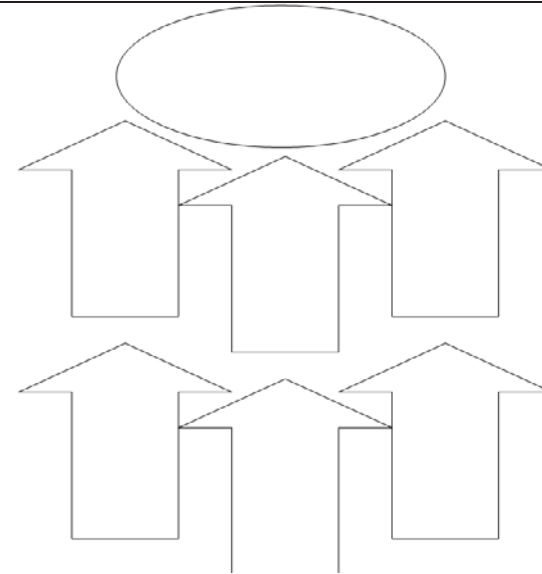
Write their long-term goal in the oval. The arrows all point towards the goal. Use the arrows as stepping stones and write down your short-term goals that will lead to your long-term goal. Students will use the steps in decision making skill and write what they will do if their short-term goals are not on track. For example,

Growth Mindset Goal:

I will work longer when I am trying to figure something out. I will not give up quickly.

Strategies or things I might do to help reach my goal:

Every time I get stuck on classwork or homework I will not automatically give up. I will try to figure it out maybe in a different way or I will use the resources like my book or support materials. I will work a long time until I figure it out but if I can't find the help I need, then I will ask the teacher or adults at home.



Reflective Questions: Who can I ask to help me achieve this goal? What are some things I need to do so I can achieve my goal?

Evaluation: Issue three (3) of the statements below per small group and ask students to read them aloud to group members. They will then individually write a personal slogan or tagline to help them stay on track to achieving their goals in the previous activity.

Statements: I will have high expectations of myself • I will ask questions when I can't figure something out. • I will review all of my work and modify or redo it to improve it. • I will no longer think or say "I can't do this" or "I don't get this". I will continue to try and work it out or seek help. • I will request time after class to work with my teacher to make sure I understand. • I will spend time every day practising skills. • I will try to approach things in a new way if I am not yet having success. • I will ask for more challenging work if the work presented does not require much effort. • I will not be afraid to make mistakes and will learn from any failures. • I will make the effort required in all lessons so that I develop my neuron connections.

Students will begin day one of the Goal Progress Chart by filling in the columns. They will use the steps in decision making skill to help them overcome any obstacle they face in achieving their goals

Assessment Questions: Were students able to:-

1. Accurately explain the importance of setting goals?
2. Competently show perseverance in personal abilities to achieve goals?
3. Proficiently demonstrate the steps of decision making in a manner that shows perseverance to achieve goals?

Evaluation:

Plan for Success: A Short-Term Goal Chart (<https://www.uen.org/preventiondimensions/downloads/lessons/sixth/Lesson13-SettingGoals.pdf>)

Instruction: Choose a goal that you can accomplish in one week. Think about one thing you can do daily to achieve your goal and write them in the DAY column. Complete the chart showing all seven (7) days of the week.

Evaluate your Plan for Success each day by completing the “What I did” column. Use the Decision Making Skill Steps to help overcome any obstacles you may encounter in achieving your goals.

Describe your goal: eg. I want to be kind to my peers.

PROGRESS CHART

Day	What will I do?	Who will help me?	What I did/How I felt.
1			
2			

1. Describe your progress.
2. How do you feel about the progress you made?
3. If you didn't reach your goal, stop and think. What options do you have to create a plan of action to complete your goal?

GRADE 5

**SELF & INTERPERSONAL
RELATIONSHIPS**

SELF AND INTERPERSONAL RELATIONSHIPS – Grade 5 – TERM 1

REGIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
RSSI1: Examine the nature of self, family, school, and community to build strong, healthy relationships.	<ol style="list-style-type: none"> 1. Assess their self-concept. 2. Recognize how self-concept is fashioned in relationships with family and friends. 3. Recognize ways of building a positive self-concept. 	<ol style="list-style-type: none"> 1. Understanding Self 	<ol style="list-style-type: none"> 1. Personal Development 2. Building Relationships 	Knowing Who I Am Positive Interaction = Healthy Relationships
RSSI2: Acquisition of coping skills to deter behaviours and lifestyles associated with crime, drugs, violence, motor vehicle accidents and other injuries.	<ol style="list-style-type: none"> 1. Identify ways of coping with feelings and emotions when under pressure in adverse situations. 2. Develop refusal and negotiation skills for dealing with risky or adverse situations. 	<ol style="list-style-type: none"> 2. Coping with Risk and Adversity 	<ol style="list-style-type: none"> 1. Facing Difficulties 	Coping with My Emotions Life IS Worth Living Positive Influences Only
RSSI3: 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"> 1. Affirmation of persons who are different from oneself (ethnic and cultural). 2. Appreciate that resources among diverse people are essential to developing positive relationships. 3. Appreciate that ethnic and cultural differences can add variety and richness to relationships and to available resources. 	<ol style="list-style-type: none"> 3. Respect and Tolerance for Self and Others 	<ol style="list-style-type: none"> 1. Embracing Diversity 	Appreciating Differences

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 in order to foster healthy relationships within the family, school and community. They also need to be assisted in developing resiliency –the capacity to assess, cope, manage and benefit from the various influences that impact on relationships.

Key Skills

- Coping Skills (healthy self-management, self-awareness)
- Social Skills (communication, interpersonal relationships)
- 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.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and 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 5**Theme: Self and Interpersonal Relationships**

Module 1:

Understanding Self

Unit 1:

Personal Development

Learning Goals:

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

1. Understand the importance of a healthy self-concept
2. Recognize how to build a positive self-concept for personal development
3. Apply life skills to develop a positive self-concept

Core Values:**Moral Lenses-1. Respect for self 2. Respect for others 3. Positive outlook
4. Stewardship/service****Topic 1:****Knowing Who I Am****Life Skills:**

Social: Communication

Cognitive: Decision making

Coping: Self-awareness

Values/Virtues:**Self-acceptance, Self-confidence, Love**

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"> • Explore personal traits that contribute to self-esteem • Express how they feel about their self-image • Show willingness to engage in activities that will improve their self-esteem 	<p>Self-concept is the way we see ourselves. It is our beliefs about our behaviours, characteristics and abilities, but it is not the same as self-image or self-esteem.</p> <p>Self-concept is comprised of our self-image -- the image we have of ourselves; self-esteem -- how much we value ourselves and our 'ideal self' -- who we want to be.</p> <p>Our self-concept can change over time as our feelings, thoughts and attitudes change. This means that we have control over our self-concept and can take steps to improve how we see ourselves by becoming more self-aware. Exploring our</p>	<p>Brainstorming /Personal Inventory</p> <p>Creative Expression/ Journaling</p>	<p>Students will brainstorm the meaning of the terms self-concept and self-esteem and discuss how they think a person's self-esteem affects their self-concept. Students will then complete a "Who Am I" worksheet to learn more about themselves. In pairs, they will share what they learned about themselves.</p> <p>Reflecting on the question "How do I feel about ME?" and the responses on their personal inventory worksheet, in their journals students will express how they see themselves. They will draw, create a collage or write an essay, dub poem or song to express their views of themselves. They will also share how they</p>	<p>Students' responses on worksheets and in discussion indicate their understanding of personal traits that contribute to self-esteem</p> <p>Creative expression and journal entries reflect students' self-awareness in identifying their views about themselves and their feelings about</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> Demonstrate coping skills by identifying actions they can take to improve their self-concept 	<p>feelings, thoughts and attitudes about ourselves will help us to understand who we are and what we can do to become the best version of ourselves.</p> <p>High self-esteem is also necessary for developing a positive self-concept. People with high self-esteem understand their strengths and weaknesses and can set goals for themselves and work towards them. They also possess self-confidence and are not always negatively affected by what people think of them.</p> <p>Positive self-concept is necessary for healthy living but involves more than having high self-esteem. It involves knowing yourself, including your strengths and weaknesses, talents and potential. It is also about loving and accepting yourself for who you are but also knowing that you are capable of improving your weak areas.</p> <p>Children should be encouraged to get involved in activities that will build their confidence and help them to develop a positive self-concept. These include keeping a compliment journal; participating in clubs, sports and other activities to discover talents; positive self-talk and volunteering in community activities.</p>	<p>Brainstorming/ Portfolio</p>	<p>feel about their self-image. Volunteers will share with the class.</p> <p>Note to Teacher <i>Encourage students to share journal entries with their parents; students who are comfortable doing so can also share excerpts from their journals with the class.</i></p> <p>Teachers should also be mindful of the sensitivity of the information and make the necessary referrals. Empathy skill and appropriate value/virtue should be emphasized when responding to information shared by others.</p> <p>In groups, students will brainstorm strategies to improve self-esteem that will lead to the development of a positive self-image. They will also identify at least one area of weakness that they have recognised in academics, sports or other areas and outline steps they will take to improve their abilities. Students will keep a log of their progress and express how they feel about their achievements. They will also note any improvements in self-confidence and express how they feel about themselves since their involvement in the activities. They will create a written or e-portfolio of their journey.</p> <p>Reflective Question: What can I do to improve my self-acceptance and self-confidence?</p>	<p>their self-image Journal entries reflect openness about their feelings</p> <p>Portfolios indicate students' self-awareness in identifying their areas of weakness; actions they will take to improve these areas; willingness to engage in activities that support development of positive self-esteem and appropriate value/virtue such as self-acceptance</p>

GRADE 5**Theme: Self and Interpersonal Relationships**

Module 1:

Understanding Self

Unit 2:

Building Relationships

Learning Goals:

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

1. Understand how healthy relationships contribute to a positive self-concept
2. Recognize how to build healthy relationships
3. Apply life skills to develop and maintain healthy relationships with family and friends

Core Values:**Moral Lenses-1. Respect for self 2. Respect for others 3. Positive outlook 4. Stewardship/service****Topic 1:****Positive Interactions = Healthy Relationships****Life Skills:**

Social: Communication, Empathy, Conflict resolution

Cognitive: Decision making

Coping: Self-awareness, Anger management

Values/Virtues:**Respect, Understanding, Compassion, Care, Consideration**

Objectives	Points to Notes/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"> • Explain the benefits of healthy relationships • Recognize how positive and negative interactions in relationships impact self-concept • Practise communication skill to support positive 	<p>Social relationships with family and friends help children to build a sense of who they are. As they develop, they respond to and are influenced by their relationships. Their beliefs about who they are and how much they value themselves are often based on the feedback they receive from those around them, such as family and friends. Interactions in these relationships, therefore, play a critical role in shaping a child's self-concept.</p> <p>A positive self-concept leads to positive interactions in relationships and vice versa. Children who learn how to develop and maintain positive relationships usually have healthy emotions.</p>	<p>Discussion</p> <p>Discussion</p>	<p>Note to teacher: Some activities need to be conducted prior to class.</p> <p>Students will discuss in their groups the characteristics and behaviours they would expect to see in a healthy relationship with their friends and family members. They will present a list of these characteristics to the class along with the benefits of such relationships. Teacher and students will provide feedback and discuss.</p> <p>Prior to class, students will use different strips of paper to share their experiences of positive and negative interactions in relationships with friends and family members and how they felt after each interaction. Teacher will collect the strips and review them for appropriateness to share with the class and to facilitate referrals where necessary.</p>	<p>Students' responses indicate a clear and accurate understanding of the characteristics and benefits of a healthy relationship</p> <p>Students' responses reflect a clear and accurate understanding of how positive and negative interactions in relationships impact self-concept</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>interactions with friends and family</p> <ul style="list-style-type: none"> • Demonstrate the use of social skills to interact with their peers in a positive manner 	<p>Factors for a healthy relationship include:</p> <ul style="list-style-type: none"> ✓ Genuinely liking each other ✓ Showing respect to each other by listening and trying to understand each other ✓ Showing that you care about each other through kind words and interactions ✓ Enjoying and making time for each other ✓ Working through disagreements ✓ Communicating effectively and solving problems ✓ Praising and supporting each other <p>Importance of family and friends Relationships are a big part of our lives as human beings do not thrive alone. We need our family and friends for support, especially in difficult times. Having a strong network of supportive family and friends helps to enhance our mental well-being.</p> <p>Some major benefits of relationships with family and friends include:</p> <ul style="list-style-type: none"> ✓ Building trust ✓ Increased support and understanding ✓ A listening ear ✓ Improved conflict resolution skills ✓ Greater independence ✓ Sense of belonging, support and enhanced well-being 	<p>Simulation</p> <p>Self-observation/ Journaling</p>	<p>The strips of paper will then be placed in a bag. In class, students will pick one of the strips and read it to the class. Reflecting on the question: 'How would I feel if this were me', students will share how they think the positive or negative interaction would cause someone to feel about himself/herself and his/her worth and explain why.</p> <p>In pairs, students will demonstrate the steps to effective communication skill as they discuss their experiences in developing relationships with their peers. They will practise being an effective listener as well as an effective speaker. Using the steps to communication skill as a checklist, they will provide feedback to each other.</p> <p>Students will recall the qualities/ behaviours they would like to see in their relationships with their peers and mount these in the class. For example, complimenting each other or being kind. They will use these as reminders as they track their progress to improve their relationships. In their journals, they will record their experiences, the qualities they have shown and how they have used the life skill empathy, anger management, conflict resolution or communication skill to support positive interactions in their relationships with friends and family.</p>	<p>Simulation reflects effective use of the steps in communication skill and appropriate value/virtue e.g. respect or consideration</p> <p>Journal entries reflect appropriate value/virtue e.g. care or understanding and effective use of empathy, anger management, conflict resolution or communication skill to support positive interactions in their relationships</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<ul style="list-style-type: none"> ✓ People to share and celebrate with ✓ Healthy sense of self ✓ Happiness 		<p>They will report at the end of each week, sharing how they feel and what can be improved.</p>	

THEME: SELF AND INTERPERSONAL RELATIONSHIPS

MODULE 2: COPING WITH RISK AND ADVERSITY

Acquire coping skills that will enable them to shun behaviours and lifestyles associated with crime, drugs, violence, motorvehicle 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, 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.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and 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 5**Theme: Self and Interpersonal Relationships**

Module 2: Coping with Risk and Adversity

Unit 1: Facing Difficulties

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

1. Demonstrate knowledge of ways to effectively deal with difficult situations
2. Appreciate the importance of managing emotions
3. Apply appropriate social, cognitive and coping skills to manage pressures in adverse situations

Core Values: Moral lenses 1. Respect for self 2. Respect for others 3. Positive outlook 4. Stewardship/service**Topic 1:** Coping With My Emotions**Life Skills:** Social: Communication, Conflict resolution

Cognitive: Decision making

Coping: Anger management, Self-awareness, Coping with emotions, Coping with stress

Values/Virtues: Self-restraint, Caring, Self-control, Respect, Understanding

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"> • Explore the concepts of feelings and emotions • Assess how they manage their emotions in response to various situations • Share positive coping strategies for managing negative emotions 	<p>Emotions are a natural part of being human. They are distinct feelings that we experience and are different from what we know or what we think.</p> <p>Emotions can range from mild to very intense and include fear, anger, sadness, joy and disgust.</p> <p>Understanding how and why we feel the way we do and learning how to express or act on these emotions will help us to build better relationships, avoid/resolve conflicts and cope with our feelings.</p> <p>Stress is a state of mental or emotional strain or tension resulting from adverse or demanding circumstances. Stressful situations can create health problems and affect</p>	<p>Mime/Game</p> <p>Reflection/ Discussion</p>	<p>Students will be divided into groups and secretly given different emotions (happiness, fear, surprise, anger and disgust) to act out without using words. As each group presents, the other groups will try to guess the emotions based on the actions. Students will then be given cards with different feelings associated with each emotion. They will match the feelings with the correct emotions. The group that completes the activity in the fastest time wins.</p> <p>Students will create an Emotions Wheel with segments for each emotion. They will use different colours, as well as words or feelings faces to label each segment with a different emotion. On the Emotions Wheel, students will write situations in which they usually experience feelings associated with each emotion. They will</p>	<p>Emotions appropriately depicted by mime and matched to correct feelings in game</p> <p>Students' responses indicate self-awareness skill in identifying how they feel and manage their emotions in different situations</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> Practise coping skills to manage difficult situations 	<p>relationships.</p> <p>Developing coping skills is helpful in managing emotional distress and includes strategies such as:</p> <ul style="list-style-type: none"> ✓ Humour ✓ Relaxation ✓ Physical activity ✓ Taking deep breaths ✓ Talking to someone about your feelings ✓ Keeping an 'Emotions Diary' ✓ Getting enough sleep 		<p>then complete and discuss the following:</p> <p>When I get angry I _____</p> <p>When I am sad I _____</p> <p>When I am afraid I _____</p> <p>When I am disgusted I _____</p> <p>When I feel hurt I _____</p> <p>When I feel lonely I _____</p> <p>When I am jealous I _____</p> <p>Students will share their responses and rate the strategies used to manage each emotion with a thumbs up/thumbs down. Teacher will facilitate the discussion, highlighting the positive coping strategies shared by students and noting students for referral where necessary.</p> <p>Reflective Questions:</p> <ul style="list-style-type: none"> How do I respond to negative emotions? Why do I respond the way I do? How do I manage my emotions in ways that are healthy and show respect for myself and others? What can I do differently to cope with negative feelings and emotions? 	<p>and appropriate value/virtue e.g. respect or self-control</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
		<p>Role play/ Simulation</p>	<p>Students will be placed in groups to create scenarios involving situations that they find difficult to deal with. These should include death of a loved one, bullying, conflicts in friendships and other issues. Using the steps in one of the following life skills – coping with stress, coping with emotions, anger management or conflict resolution – students will enact positive ways of coping with the hurtful situation.</p>	<p>Role play/ simulation depicts appropriate and positive strategies to manage feelings through effective use of the steps in anger management, conflict resolution, coping with emotions or coping with stress skill and appropriate value/virtue e.g. self-restraint or understanding</p>

GRADE 5**Theme: Self and Interpersonal Relationships****Topic 2:****Life IS Worth Living****Life Skills:**

Social: Communication, Empathy

Cognitive: Critical thinking, Decision making

Coping: Healthy self-management, Coping with emotions, Coping with Stress

Values/Virtues:**Love, Sensitivity, Compassion, Care, Understanding**

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"> Examine the causes and effects of suicide Analyze myths and facts about suicide Encourage their peers to seek help when dealing with thoughts of suicide Display empathy to peers who need support to manage thoughts of suicide 	<p>What is Suicide? Suicide is the act of intentionally causing one's death. Causes include major disappointments such as the death of a loved one or rejection by peers or family.</p> <p>Loss and failure at school or in sports may trigger suicidal tendencies in children who have difficulty coping with situations such as:</p> <ul style="list-style-type: none"> Prolonged sadness Substance use/misuse Biology/disorders that affect the brain. <p>People who talk about suicide or feel like harming themselves need professional help. Telling their parents, a school counsellor or a responsible adult might save their lives.</p> <p>Warning signs of depression include: Always talking or thinking about death, deep sadness, loss of interest, difficulty sleeping and eating, excessive sadness or moodiness, hopelessness, withdrawal tendencies, changes in personality and/or appearance, dangerous or self-</p>	<p>Research/ Discussion/ Concept Mapping</p>	<p>NOTE TO TEACHER: PARENTAL SUPPORT REQUIRED FOR ACTIVITY</p> <p>Prior to class, students will be divided into groups to research the triggers, warning signs and effects of suicide. In class, they will discuss the following questions based on their research:</p> <ul style="list-style-type: none"> What is the meaning of the term 'suicide'? What do you think are some of the warning signs that someone may be thinking of suicide? What are some of the reasons why children would think about committing suicide? What are some of the possible effects that suicidal thoughts could have on children? How do you think suicide would affect friends and family members? Who do you talk to when you are really sad and feel like there is no hope? What do you do when you feel like you want to give up? <p>Teacher will prepare a large concept map and place it on the classroom wall. Students will use the concept map to illustrate the causes and effects of suicide by pasting their ideas on the map.</p>	<p>Students' responses reflect a clear and accurate understanding of the causes and effects of suicide</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>harmful behaviours. Children with suicidal thoughts are usually crying out for help and want to escape the pain. They may not be aware of coping strategies or where to seek help to deal with challenging circumstances.</p> <p>Consequences of suicide include:</p> <ul style="list-style-type: none"> • Emotional devastation of family • ‘Survivors’ guilt on survivors <p>How to deal with suicidal thoughts:</p> <ul style="list-style-type: none"> • Find friends who encourage you and are interested in you and what you enjoy doing. • Find a trusted adult who can listen and give helpful advice when you need it. • Don’t be afraid to talk about your problems. • Talk about how things can get better. <p>Think Positively: Look at your life over the past five to eight years. Look how much you’ve come through! You’ve grown physically and mentally. You can accomplish more than ever. Your whole life is in front of you. ACT(acknowledge, care, tell)</p>	<p>Game</p>	<p>Students will play a game of true or false to examine myths and facts related to suicide. Teacher will place students into groups and read the following statements. The first group to answer each statement correctly will win a point.</p> <p>Statements:</p> <ol style="list-style-type: none"> 1. Most people who commit suicide are depressed. True 2. People who don’t go through with suicide are just looking for attention. False 3. You should not ask someone if they are thinking about suicide as they will think about doing it. False 4. You should not leave a friend alone if you think they are in danger of committing suicide. True 5. You should keep it a secret if your friend tells you they want to commit suicide. False 6. The best way to help someone thinking of suicide is to get him/her to talk to a trusted adult, or counsellor or call a hotline. True 7. You should wait to see if your friend is feeling better before you get help for them. False 8. Most suicides occur without warning. False <p>Adapted from: https://classroom.kidshealth.org/classroom/6to8/problems/emotions/suicide.pdf</p>	<p>Students’ responses in the game are accurate and reflect a clear understanding of myths and facts relating to suicide</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
		Simulation	<p>Students will be given a scenario about a friend who is thinking about committing suicide because he/she lost their parents and is unable to deal with the grief. On a handout, students will write what they would say to their friend who has just shared how he/she feels. In pairs, they will take turns simulating their response.</p> <p>Reflective Questions:</p> <ul style="list-style-type: none"> • How can I help a friend who expresses suicidal thoughts? • If a friend is talking about suicide, at what point should I inform a responsible adult or their parents? • What changes in my life do I need to make so I don't get depressed and think about suicide? 	<p>Simulation depicts effective use of empathy skill to peers and encouragement to seek help</p> <p>Appropriate value/virtue e.g. love or sensitivity displayed</p>

GRADE 5

Theme: Self and Interpersonal Relationships

Topic 3:

Positive Influences Only

Life Skills:

Social: Refusal, Negotiation
 Cognitive: Decision making, Problem solving
 Coping: Healthy self-management, Coping with emotions

Values/Virtues:

Clear thinking, Integrity, Self-control, Wisdom, Morals

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"> Describe how peer pressure can influence behaviour Examine the positive and negative outcomes of peer pressure Propose strategies to cope with peer pressure Demonstrate the ability to use social skills to reject negative pressure from peers 	<p>Peer pressure refers to the influence exerted by one’s peer (someone in the same age group) to change one’s attitudes, values, or behaviour to conform to group norms.</p> <p>Peers influence each other’s lives in many ways because of the time spent together. Peers listen to and learn from each other and this can have both positive and negative effects.</p> <p>Peers can help each other to do well in school, in sports and other activities; but peer pressure can also lead children to experiment with activities and behave in ways that they might not otherwise consider and that will have a negative effect on their lives. These include smoking, drinking, skipping class or even being mean to other peers.</p> <p>Children often give in to peer pressure because they want to be liked or to fit in. They often fear that by not conforming to the norms of the peer group, they will be made fun of and will not get along with the others. Risk factors for becoming influenced by negative peer pressure include:</p>	<p>ICT/ Presentation/ Discussion</p> <p>Case scenarios</p>	<p>Students will watch the following video on peer pressure: ‘How to help your child resist peer pressure’ https://www.youtube.com/watch?v=RN24rtdAhxY. They will then discuss the following questions facilitated by the teacher.</p> <ol style="list-style-type: none"> 1. What does the term “peer pressure” mean to you? 2. Why do you think peers are influenced by each other? 3. How do peers try to influence each other to do things? 4. When can peers influence each other in a positive way? Give examples. 5. When can peers influence each other in a negative way? Give examples. 6. Why do you think peers often agree to become involved in activities they know are wrong? 7. Why do you think it might be hard to stand up to friends? <p>Students will be divided into groups and given different scenarios involving positive and negative peer pressure. They will be introduced to the S. O. D. A method of decision making skill and will use the first three steps in this method to process each scenario. They will</p>	<p>Students’ responses indicate a clear and accurate understanding of how peer pressure can influence behaviour</p> <p>Responses to case scenarios reflect effective use of the steps in decision making skill to identify possible positive and</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<ul style="list-style-type: none"> • Low self-esteem • Low self-confidence • Feelings isolated from peers and/or family • Uncertainty about their place in peer group • Limited personal interests outside of peer group • Lack of close friends • Fear of friends <p>Refusing to be influenced by peer pressure isn't always easy. To do this, children must understand their values and beliefs, develop enough self-confidence to do what is right, stand firm in their beliefs and walk away when they are being pressured to do something that conflicts with their values.</p> <p>Rejecting negative peer pressure also becomes easier when friends have the same values and can say no together.</p> <p>Children who are having difficulty in resisting peer pressure should talk to someone who can help them develop these life skills. Other strategies to cope with peer pressure are:</p> <ul style="list-style-type: none"> ✓ Avoid stressful situations ✓ Keep friends with shared values ✓ Change the subject and walk away 		<p>share their responses for feedback and discussion.</p> <p>S – Stop and identify the problem. What is my friend asking me to do?</p> <p>O – Think about the options and consequences. What will happen if I do it? What are the positive or negative outcomes?</p> <p>D – Decide. What should I do? Will I be proud of myself afterwards? How would my family feel if I did this?</p> <p>A – Act upon your decision.</p> <p>Scenarios:</p> <ol style="list-style-type: none"> 1. You are studying for a test and your friends want you to come and play. They do not have a test tomorrow. 2. You are at the vendor with friends, but you do not have money to buy sweets. Your friend says he/she will distract the vendor so you can quickly grab it. 3. Your friends say you sing very well and want you to try out for the talent show. They say they will be there to support you. 4. Your friend did not study for the math test and says, "If you are my real friend you will let me cheat off your paper". 5. Your friend wants both of you to try a new sport. 	<p>negative outcomes</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.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and 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 5**Theme: Self and Interpersonal Relationships**

Module 3: Respect and Tolerance for Self and Others

Unit 1: Embracing Diversity

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

1. Understand the importance of diversity
2. Appreciate that diversity helps to build positive relationships
3. Apply appropriate life skills and values to show respect for others regardless of ethnic and cultural differences

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

Topic 1: **Appreciating Differences**

Life Skills: Social: Communication, Advocacy
Cognitive: Critical thinking
Coping: Self-awareness

Values/Virtues: **Sensitivity, Appreciation, Tolerance, Respect, Diversity**

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"> • Explore similarities and differences across Caribbean cultures • Express appreciation for other cultures • Demonstrate a willingness to learn about other cultures 	<p>Diversity Diversity refers to the mix of types of people within a country or organization. Embracing diversity means understanding that each person is unique and valuing our differences. We are all different, have different beliefs and different experiences based on our culture and ethnicity.</p> <p>Diversity includes important and interrelated dimensions of human identity such as race, ethnicity, gender, socio-economic status, nationality, citizenship, religion, ability and age. These differences are important to understand but they cannot be used to predict</p>	Stimulus Activity	<p>Note to teacher: The research component of this activity should be assigned prior to class.</p> <p>Students will be divided into groups to research the culture of different countries in the Caribbean. The research will include different ethnic groups, their traditions, religion, food, music, dance and other aspects of their culture. They will prepare a magazine that represents their assigned country and present it to the class.</p> <p>In the presentation, students will highlight the similarities and differences between their culture and that of the group they researched. They will indicate what they like or admire about the people of that</p>	<p>Magazine and Presentation highlight similarities and differences between cultures</p> <p>Students' responses indicate an appreciation for cultural differences</p>

SAFETY & SECURITY



SAFETY AND SECURITY MAPPING – Grade 5 – TERM 1

NATIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
NS SS1 Examine rights and responsibilities in relation to protection, safety and security in order to preserve self, family, school and community	1. Demonstrate ways in which they can employ proactive and/or survival strategies to ensure that their rights, safety and security are protected. 2. Develop knowledge attitudes and skills in relation to their responsibilities as students and members of the wider community.	1. Exploring Concepts of Protection, Safety and Security	1. My Rights and Responsibilities	<ul style="list-style-type: none"> • Being in the Know • Speak Up! Speak Out!
NS SS2 Analyse the influences of socio-cultural and economic factors and personal beliefs on lifestyle choices relating to protection, safety and security	1. Demonstrate an understanding of the ways in which lifestyle choices affect safety and security. 2. Use the appropriate social behaviours in response to situations and environments that may threaten the safety and security of themselves and others.	2. Factors Influencing Behaviours Related to Safety and Security	1. Risk Factors	<ul style="list-style-type: none"> • I Stand Against Gangs! • Safety and Security is Everybody's Business
NS SS3 Develop action competence and build capacity to minimize factors affecting protection, safety and security within all contexts	1. Demonstrate a willingness to minimize the factors that may affect their protection, safety and security. 2. React appropriately in instances of disaster and other safety and security-related issues to safeguard and secure self, family, school, and community. 3. Access and utilize valid and reliable sources of information regarding protection, safety and security.	3. Safeguards for Protection and Security	1. Road Safety Awareness 2. Disaster Management	<ul style="list-style-type: none"> • Keeping Myself Pedestrian Safe • Natural Disasters- Am I Ready?

THEME: SAFETY AND SECURITY

MODULE 1: EXPLORING CONCEPTS OF PROTECTION, SAFETY AND SECURITY

Examine rights and responsibilities in relation to Protection, Safety and Security in order 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 unjust and inhumane treatment. 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.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and 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 5

Theme: Safety and Security

Module 1: Exploring Concepts of Protection, Safety and Security

Unit 1: My Rights and Responsibilities

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

1. Understand the rights and responsibilities of a child
2. Recognize that all humans have rights and responsibilities
3. Apply appropriate life skills to ensure that their rights, safety and security are protected

Core Values: **Moral Lenses 1. Respect for self 2. Respect for others 3. Positive outlook 4. Stewardship/service**

Topic 1: **Being in the Know**

Life Skills: Social: Communication, Advocacy
Cognitive: Critical thinking, Decision making
Coping: Self-awareness

Values/Virtues: **Citizenship, Democracy, Respect, Responsibility**

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"> • Explain the importance of the rights and responsibilities of a child • Initiate actions to increase their peers' awareness of child rights • Display coping skills that support the 	<p>What are rights? A right is a moral or legal entitlement to have or to do something. Our rights are protected by law. They allow us to be respected and dignified (self-worth).</p> <p>What are responsibilities? Responsibility is a duty we must perform that comes with certain rights. Children's responsibilities include:</p> <ul style="list-style-type: none"> - Being the best person we can be - Taking care of our bodies and personal hygiene - Respecting the rights of others - Learning all we can - Following the rules at school at home and in the community 	<p>Brainstorming / Reporting</p>	<p>In groups, students will brainstorm the rights and responsibilities of a child. They will create a table of children's rights and responsibilities and then discuss these.</p> <p>Sample table:</p> <table border="1" data-bbox="1209 1019 1705 1198"> <thead> <tr> <th data-bbox="1209 1019 1457 1060">Child Rights</th> <th data-bbox="1461 1019 1705 1060">Responsibilities</th> </tr> </thead> <tbody> <tr> <td data-bbox="1209 1063 1457 1198">Children have a right to safety.</td> <td data-bbox="1461 1063 1705 1198">Children have a responsibility to follow rules for safety.</td> </tr> </tbody> </table> <p>Reflective Questions:</p> <ul style="list-style-type: none"> • Why is it important for me to have rights? • How can fulfilling my responsibilities help to protect me? 	Child Rights	Responsibilities	Children have a right to safety.	Children have a responsibility to follow rules for safety.	<p>Discussion points reflect a clear and accurate understanding of the importance of rights and responsibilities of a child</p>
Child Rights	Responsibilities							
Children have a right to safety.	Children have a responsibility to follow rules for safety.							

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>protection of the rights of children</p>	<p>Categories of Rights</p> <p>The Three Ps</p> <p>Provision Rights: rights to food, clothing, shelter, medical, care, love, nurturing, education, safety, and security.</p> <p>Protection Rights: rights to being protected from abuse and neglect, sexual exploitation, violence, drugs and alcohol.</p> <p>Participation Rights: the right to have their views seriously considered, especially in decisions that directly affect them.</p> <p>Equal opportunities should be provided for all children. Special attention should also be given to the most vulnerable children, such as those with physical and mental disabilities. They often suffer emotional and physical abuse due to ignorance or misunderstanding of their mental health or behavioural problems.</p> <p>Child protection emphasizes a citizen's duty of care to respond to the needs of vulnerable groups of children. They further outline the following groups as vulnerable: children subjected to violence, children living under armed conflict, children associated with armed groups, children affected by HIV/ AIDS, children whose births have not been registered, children engaged</p>	<p>Discussion/ Resource person/ Survey/ Creative Arts</p>	<p>Teacher will provide feedback and clarify where necessary, especially because child rights are not dependent on responsibilities but are in and of themselves absolute.</p> <p>Students will participate in a discussion facilitated by a resource person, such as an officer from the Child Protection and Family Services Agency, about the rights and responsibilities of the child based on the Child Care and Protection Act and the Convention on the Rights of a Child. The discussion should also feature agencies responsible for protecting the rights of a child and reporting procedures when the rights of a child are violated.</p> <p>The class, in small groups, will conduct a survey to measure their peers' awareness of their rights and responsibilities. Based on the survey results, they will prepare materials such as posters or jingles, or conduct education sessions during devotion or after school, to increase their peers' knowledge of their rights and responsibilities as well as local child agencies that protect children's rights. Students will conduct a follow-up survey to measure the impact of their intervention. The same questions will be used for pre/post-testing:</p> <p>Sample survey items:</p> <ol style="list-style-type: none"> 1. Do you know your rights? (yes/no/I don't know) 2. Do you know your responsibilities? (yes/no/I don't know) 3. Do you know which agencies protect your rights? (yes/no/I don't know) 	<p>Creative pieces /Information sessions reflect students' willingness to initiate actions to increase awareness of child rights and promote appropriate value/ virtue e.g. citizenship or responsibility</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>in labour, children in conflict with the law, children without parental care, children used for commercial sexual exploitation and trafficked children.</p>	<p>Creative Arts/ Journaling</p>	<p>Note to teacher: Each class or group should survey a different class or grade. Students should be assisted in interpreting the results of the survey.</p> <p>Students individually will create a storyboard of six panels to educate about childrights and responsibilities and encourage reporting. Each student will then journal about how they feel about knowing their rights and responsibilities using the following reflective questions.</p> <p>Reflective Questions</p> <ul style="list-style-type: none"> • How do I feel knowing that children have rights too? • What right is most important to me? • How should I treat others to ensure the protection of everybody's rights? • What would I do if my rights were violated? • What attitudes or behaviours do I need to change to help to protect the rights of children? 	<p>Storyboard/Journal entries indicate effective use of self-awareness skill in identifying their feelings/beliefs/ attitudes/ behaviours related to child rights and responsibilities and the protection of children; appropriate value/ virtue e.g. respect displayed</p>

GRADE 5

Theme: Safety and Security

Topic 2:

Speak up! Speak Out!

Life Skills:

Social: Communication, Advocacy, Assertiveness
 Cognitive: Problem solving, Critical thinking, Decision making
 Coping: Self-awareness

Values/Virtues:

Courage, Concern, Responsibility, Honour, Justice, Law-abiding

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"> • Explain actions that breach the rights of children • Explain the responsibilities of individuals with a duty of care • Report incidents of child abuse • Demonstrate the ability to use social skills to support standing against child abuse 	<p>Note to Teacher: <i>Addressing the issue of child abuse can be difficult, especially for students who have survived such incidents. Ensure class rules are established and students understand the sensitivity of the topic as well as the importance of reporting such incidents.</i></p> <p>Children are vulnerable to harm from friends, relatives and strangers; men, women and children - no matter their age, class or background.</p> <p>Most harm takes place at home, but it can happen anywhere – at school, church, work, in a public place, hospital or in a care home. It can also happen on the Internet and over the phone. Breaches of the rights of children include:</p> <ul style="list-style-type: none"> • Neglect • Child marriage • Rape/Sexual abuse • Poverty • Violence • Discrimination • Harmful practices • Child labour 	<p>Media/ Discussion</p>	<p>Students will view the video entitled 'Protection from Abuse...For Child Rights UNICEF' Protection from abuse Cartoons for child rights UNICEF https://www.youtube.com/watch?v=QGLnnk46UQ0.</p> <p>They will then read an excerpt from the Most Honourable Portia Simpson-Miller's 2015/2016 Budget Presentation called "Protecting Our Children." After viewing the video and reading the excerpt, students will work in groups to document and discuss the actions that breach child rights.</p> <p>Teacher will provide feedback and clarify where necessary.</p> <p>Example</p> <table border="1" data-bbox="1108 1117 1608 1256"> <thead> <tr> <th>Action</th> <th>Rights breached</th> </tr> </thead> <tbody> <tr> <td>Man beats child with object violently</td> <td>Protection from abuse</td> </tr> </tbody> </table> <p>Excerpt from "Protecting our Children": <i>"Mr. Speaker: The abuse of our nation's children weighs heavily.... We must stand against the horrific violence being waged against our children... sexual, physical and emotional abuse.</i></p>	Action	Rights breached	Man beats child with object violently	Protection from abuse	<p>Documentation and discussion points reflect a clear and accurate understanding of actions that breach the rights of children</p>
Action	Rights breached							
Man beats child with object violently	Protection from abuse							

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>It is important to bring awareness to the issue of child abuse by educating others about it. It is also important to register our voices against child abuse. Abuse can only continue if we remain silent or turn a blind eye to it.</p> <p>Incidents of child abuse must be reported to the Office of the Children’s Registry (OCR).</p> <p>Duty of Care Duty of care is a legal obligation. The law requires that any individual who is caring for a child does not cause harm or allow others to cause harm to a child. If a child is harmed by someone else, it is the responsibility of all adults to protect the child from his or her abuser and to report the abuse. Individuals with a duty of care are:</p> <ul style="list-style-type: none"> ✓ Teachers, doctors, the police and all who work directly with children ✓ All caregivers ✓ Family members <p>All individuals over eighteen (18) years who are aware of the existence of that child has a duty of care under Jamaican law</p> <p>Suggested ways to protect the rights of others:</p> <ul style="list-style-type: none"> • Increase awareness • Report cases of rights violation • Develop advocacy skills • Promote human rights • Education • Practise respect and tolerance for 	<p>Brainstorm/ Discussion/ Visual Art</p>	<p><i>Our children are being raped, murdered, stabbed, scarred and shamed! Research has shown... that only 1 in 10 adult Jamaicans, despite knowing, come forward with information to the Police about cases of abuse against children, including sexual abuse. This is unacceptable! We cannot remain silent! ...We must speak with one voice: It is wrong! It must stop! Let us begin by having an honest conversation about this cancer in our nation! We must inform and mobilise every citizen to recognize, report and reject the violation of our children...”</i></p> <p>Credit: Jamaica Information Service</p> <p>In groups, students will brainstorm the meaning of the term ‘duty of care’. They will share with the class. Students will then discuss the responsibilities of a person with a duty of care. They will identify key individuals who work with/ care for children and discuss situations in which they think these individuals would be in breach of their duty of care for children. In their groups, they will then create a poster outlining the individuals with a duty of care, and the responsibilities of such individuals.</p> <p>Guiding questions:</p> <p>What are the responsibilities of individuals with a duty of care?</p> <p>How should persons with a duty of care protect children?</p>	<p>Discussion points and charts reflect a clear and accurate understanding of the responsibilities of individuals with a duty of care</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 homes, schools 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.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and 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 5**Theme: Safety and Security**

Module 2: Factors Influencing Behaviours Related to Safety and Security

Unit 1: Risk Factors

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

1. Understand the consequences of their involvement in violent situations
2. Appreciate the differences between themselves and others
3. Apply life skills to foster good relationships.

Core Values: Moral Lenses 1. Respect for self 2. Encouraging others 3. Positive outlook**Topic 1:** I Stand Against Gangs!**Life Skills:** Social: Refusal, Advocacy

Cognitive: Critical thinking, Decision making, Problem Solving

Coping: Self-awareness, Healthy self-management, Coping with emotions

Values/Virtues: Clear thinking, Integrity, Prudence, Wisdom, Law-abiding

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"> • Distinguish between positive and negative social groups • Explain the negative outcomes of gang-related activities • Justify the importance of avoiding involvement in gang-related 	<p>What is a Gang? A gang is usually three or more persons, who engage in criminal activity, cause harm to others and identify themselves with a common name or symbol.</p> <p>Formation of Gangs Children, especially boys are sometimes recruited from an early age and duplicate gang activities at school.</p> <p>Gang-related Activities Gangs are involved in all types of crime and anti-social behaviours such as:</p> <ul style="list-style-type: none"> • Extortion • Drug trafficking • Theft 	<p>Stimulus Activity/ Discussion/ Checklist</p>	<p>Students will be given a list of groups to review and critique based on the actions/ behaviours of each group. The positive and negative comments will be sorted on the board and used to create a checklist to evaluate whether groups are good or bad. Students can add other beliefs they may have about what makes a group good or bad to complete the checklist and ensure it adequately reflects their views.</p> <p>Students will then be asked to test the validity of the instrument by using it to rate different groups such as the netball team, the choir, the scouts, the army, the chess club, drug dealers, thieves, extortionists, etc. They may assign scores to the items on the checklist so that a total score can be used to ascertain the level of 'good' or 'bad' of the group being evaluated.</p>	<p>Students' responses indicate a clear and accurate understanding of the difference in characteristics of positive and negative social groups</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>activities</p> <ul style="list-style-type: none"> Demonstrate social or cognitive skills to stand against participation in gang-related activities 	<ul style="list-style-type: none"> Robbery Kidnapping Gender-based violence <p>Negative outcomes of being a part of a gang</p> <ul style="list-style-type: none"> ✓ Being cut off by family and community ✓ Involvement in criminal activities ✓ Use of alcohol and other drugs ✓ Dropping out of school/being poorly educated ✓ Being unable to find a job ✓ Angry outbursts ✓ Negative peer pressure ✓ Being committed to friends or peers who are involved in illegal activities ✓ Street socialization ✓ Experiencing high-stress levels ✓ Death-being killed ✓ Going to prison ✓ Putting your family members at risk ✓ Always having to be on the run or living in fear 	<p>Concept Map</p> <p>ICT/Persuasiv ewriting</p>	<p>Students will then use the checklist to evaluate well-known gangs in their community or parish. They will discuss the results of their assessment of each gang and how they feel about each gang.</p> <p>Note to teacher: Where there is a discrepancy between the scores on the checklist and their feelings about a particular gang this should be discussed, emphasising that students rated the gang as bad based on their standards of what makes a group good or bad. These students should be reminded that the offensive nature of gangs is what makes them a bad group to become involved with, even if persons may feel a sense of belonging in said group.</p> <p>Teacher will make referrals, provide feedback and clarify where necessary.</p> <p>In groups, students will create a concept map to illustrate the negative outcomes of gang-related activities. Outcomes should include short-term and long-term and each outcome should be mapped to all possible outcomes. Students will discuss their maps and share how they feel about the negative consequences of gang involvement, particularly death and incarceration.</p> <p>Students will view the video, 'Say No to Gangs' https://www.youtube.com/watch?v=3c3O_3mpJJw and discuss why it is important to avoid gang involvement. Students will then create videos or write persuasive letters to encourage their peers to avoid becoming involved in a gang.</p>	<p>Concept map reflects a clear and accurate understanding of the negative outcomes of gang-related activities</p> <p>Videos and letters reflect students' ability to effectively justify the importance of avoiding involvement in</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
		Role-play	<p>Students will use an appropriate life skill to role-play their responses to the case scenarios below in which they are invited to participate in gang-related activities:</p> <ol style="list-style-type: none"> 1. <i>You and your friends are at school when you are approached by two older students who are encouraging you to join a well-known gang that sells drugs in your community. You are promised lots of cash in return for your efforts. What would you do?</i> 2. <i>An adult in your community whom you have always admired has invited you to join other children who help her to steal. She offers you money to climb through your neighbour's open window and let her into the house.</i> <p>Note to teacher: Students should only be allowed to role-play their responses to the offers and not the actual gang-related activities being proposed in the case scenarios.</p> <p>Teacher will provide feedback and make referrals where necessary.</p>	<p>gang-related activities along with appropriate value/virtue such as wisdom</p> <p>Role-plays reflect proficient use of decision making or refusal skill along with appropriate value/virtue e.g. law-abiding or integrity, to stand against participating in gang-related activities</p>

GRADE 5**Theme: Safety and Security**

Module 2: Factors Influencing Behaviours Related to Safety and Security

Unit 1: Risk Factors

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

1. Understand how lifestyle choices affect safety and security
2. Appreciate how individual actions can affect the safety and security of self and others
3. Apply appropriate life skills to prevent or minimize threats to self and others

Core Values: **Moral Lenses: 1. Respect for self, 2. Respect for others, 3. Positive outlook, 4. Stewardship/service**

Topic 2: Safety and Security is Everybody's Business**Life Skills:** Social: Refusal, Negotiation

Cognitive: Decision making, Problem Solving

Coping: Healthy Self-management

Values/Virtues: Wisdom, Clear thinking, Caution, Reason, Morals

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"> • Explain the risks associated with unsafe practices • Comply with safety precautions at home, school and in their communities • Demonstrate cognitive or social skills to address situations that 	<p>Protection refers to the state of being secure from all harm that may be caused by others, leaving them vulnerable.</p> <p>Safety is the state of being free from harm, danger, loss or other undesirable outcomes caused by unintentional failure.</p> <p>Security however is the condition of being protected from harm, danger, crime, violence or other undesirable outcomes caused by human actions or behaviours that are intentional.</p> <p>Personal safety tips for students at home:</p> <ul style="list-style-type: none"> • Know your neighbours. • Always lock your windows and 	Discussion	<p>Students will view the video, 'ABC's of Safety' https://www.youtube.com/watch?v=rMGDJIGmfo then discuss the risks of engaging in unsafe practices.</p> <p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. What are unsafe situations? 2. How do you know if a situation is unsafe? 3. How do you feel if a situation is unsafe? 4. What can happen to you or your family in risky situations? 5. What are you risking if you choose to go to the home of a person you do not know? <p>Teacher will provide feedback and clarify where necessary.</p>	Discussion points reflect a clear and accurate explanation of risks associated with unsafe practices

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
			<ol style="list-style-type: none"> 1. <i>Your friend wants you to follow her to the shop after dark</i> 2. <i>A stranger offers to take you home from school</i> 3. <i>You are offered some money by your neighbour because she 'likes' you</i> 4. <i>Your teacher demands that you come for extra lessons alone but he/she makes you uncomfortable</i> <p>Teacher will provide feedback where necessary.</p>	<p>situations that place their safety at risk along with appropriate value/virtue such as reason or morals</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria																																
<p>pedestrians</p> <ul style="list-style-type: none"> Demonstrate the ability to use cognitive skills to address situations that threaten their safety as pedestrians 	<ul style="list-style-type: none"> Obeying traffic signals and continue looking left-right-left while crossing. Always paying attention when walking into the street and never running into the street Always make sure drivers can see you and don't wear dark clothing at night. <p>Unsafe practices displayed by pedestrians</p> <ul style="list-style-type: none"> ✓ Walking in the path of a moving vehicle ✓ Playing in the path of a moving vehicle ✓ Wearing dark clothing ✓ Walking while reading messages on phones ✓ Talking on phones while walking ✓ Ignoring the signal of a driver ✓ Refusing to obey the traffic light - crossing when the light is on green <p>All the practises above can lead to road crashes resulting in serious injury or death.</p> <p>It is important to make every effort to abide by road safety principles and encourage others to do the same as well.</p>	<p>Research/ Intervention</p>	<p>Students will work in groups to conduct an audit to assess the extent to which their peers display safe practices as pedestrians on and off the school compound as well as the extent to which their school compound is designed to support their safety as pedestrians.</p> <p>Pedestrian Safety Audit Checklist:</p> <table border="1" data-bbox="1213 505 1709 1179"> <thead> <tr> <th>Item/ Activity</th> <th>Yes</th> <th>No</th> <th>N/A</th> </tr> </thead> <tbody> <tr> <td>Parking lot is clearly marked</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Pedestrian crossing is clearly marked at school gate/entrance/ exit</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Students keep clear of the path of vehicle on school compound</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Drivers on the school compound proceed with caution</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Speed limit signs are on school compo-und</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Students use the road with caution at school gate</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Students use road with caution in school community</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Based on the findings from the audit students will make recommendations to address the issues that threaten their safety, as well as the unsafe practices of their peers as pedestrians. Students will execute their plans:</p>	Item/ Activity	Yes	No	N/A	Parking lot is clearly marked				Pedestrian crossing is clearly marked at school gate/entrance/ exit				Students keep clear of the path of vehicle on school compound				Drivers on the school compound proceed with caution				Speed limit signs are on school compo-und				Students use the road with caution at school gate				Students use road with caution in school community				<p>Recommendations reflect effective use of creative thinking or problem solving skill, along with appropriate value/virtue such as citizenship or responsibility, to initiate actions to address unsafe practices displayed by their peers as pedestrians</p>
Item/ Activity	Yes	No	N/A																																	
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Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria																
		Role-play	<p>Pedestrian Safety Intervention Plan</p> <table border="1" data-bbox="1115 253 1614 850"> <thead> <tr> <th data-bbox="1115 253 1402 293">Problem</th> <th data-bbox="1402 253 1614 293">Solution</th> </tr> </thead> <tbody> <tr> <td data-bbox="1115 293 1402 358">Parking lot is not clearly marked</td> <td data-bbox="1402 293 1614 358"></td> </tr> <tr> <td data-bbox="1115 358 1402 456">Pedestrian crossing is not clearly marked at school gate/ entrance/ exit</td> <td data-bbox="1402 358 1614 456"></td> </tr> <tr> <td data-bbox="1115 456 1402 553">Students do not keep clear of the path of vehicle on school compound</td> <td data-bbox="1402 456 1614 553"></td> </tr> <tr> <td data-bbox="1115 553 1402 651">Drivers on the school compound do not proceed with caution</td> <td data-bbox="1402 553 1614 651"></td> </tr> <tr> <td data-bbox="1115 651 1402 716">Speed limit signs are not on school compound</td> <td data-bbox="1402 651 1614 716"></td> </tr> <tr> <td data-bbox="1115 716 1402 781">Students do not use the road with caution at school gate</td> <td data-bbox="1402 716 1614 781"></td> </tr> <tr> <td data-bbox="1115 781 1402 850">Students do not use road with caution in school community</td> <td data-bbox="1402 781 1614 850"></td> </tr> </tbody> </table> <p>Students will work together in groups to role-play appropriate responses to case scenarios that feature situations that threaten their safety as pedestrians using the steps in an appropriate life skill:</p> <ol style="list-style-type: none"> 1. Brittany is walking home from her friend's house and wearing dark clothing at night. 2. Shelmar is late for school and the crosswalk is taking forever to turn to WALK. There isn't much traffic, so he goes ahead to cross the street. 	Problem	Solution	Parking lot is not clearly marked		Pedestrian crossing is not clearly marked at school gate/ entrance/ exit		Students do not keep clear of the path of vehicle on school compound		Drivers on the school compound do not proceed with caution		Speed limit signs are not on school compound		Students do not use the road with caution at school gate		Students do not use road with caution in school community		Role-plays reflect effective use of problem solving skill, along with appropriate value/ virtue such as caution or law-abiding, to address situations that threaten their safety as pedestrians
Problem	Solution																			
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GRADE 5**Theme: Safety and Security**

Module 3: Safeguards for Protection, Safety and Security

Unit 2: Disaster Management

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

1. Understand the importance of disaster preparedness in order to secure self, family, school, and community
2. Appreciate the importance of preparing for natural disasters
3. Demonstrate appropriate life skills in reducing the risk of injury during natural disasters

Core Values: **Moral Lenses: 1. Respect for self, 2. Respect for others 3. Positive Outlook 4. Stewardship/service**

Topic 1: **Natural Disasters - Am I ready?**

Life Skills: Social: Communication

Cognitive: Critical thinking, Decision making, Creative thinking, Problem solving

Coping: Self-awareness, Healthy Self-management

Values/Virtues: **Citizenship, Concern, Reason, Resourcefulness, Consideration**

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"> • Explore natural disaster preparedness information for personal safety and security • Formulate disaster preparedness plans • Display the ability to use coping or cognitive skills to take actions 	<p>Natural disaster refers to a sudden and terrible event in nature (such as a hurricane, earthquake, drought, wildfire or flood) that usually results in serious damage and many deaths.</p> <p>Earthquakes Earthquakes happen without warning and this is what differentiates them from other natural disasters. Aftershocks also differentiate earthquakes from other natural disasters. Since there is no clearly defined endpoint, the disruptions caused by continued tremors may increase psychological distress. In addition, earthquakes occur with virtually no warning, which limits one's ability to take appropriate steps to ensure safety and security. Aftershocks and destruction may</p>	<p>Infographic/ Discussion</p>	<p>In groups, students will read one of the 'Natural Disaster Fact Sheets for Ready Kids' https://www.fema.gov/media-library/assets/documents/34288 then create an infographic to be used as part of the class HFLE Information Corner.</p> <p>They will also discuss their discoveries about natural disasters using the following Reflective Questions:</p> <ol style="list-style-type: none"> 1. What information do I need to know before, during and after natural disasters? 2. What information do I normally hear about natural disaster preparedness? 3. What key natural disaster information have I learned that will keep my peers and me safe? 	<p>The infographic accurately illustrates natural disaster preparedness information for personal safety and security</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>to minimize the possible effects of natural disasters</p>	<p>lengthen the time for children to truly feel safe.</p> <p>A hurricane is a huge storm with strong winds spiralling at speeds of 75 to 200 mph. Its main features are high winds, flooding rains and storm surges. While they can typically be detected before they reach land, hurricanes can be highly destructive. Schools may be evacuated well in advance of a hurricane strike, but steps can be taken to prepare students, staff and the building itself for a smoother recovery.</p> <p>Flash floods are the most dangerous of these common disasters, as they occur without warning and move at intense speeds. Most floods do not recede overnight, and residents may have to wait days or weeks before they can begin clean-up efforts, resulting in a delay in emotional recovery.</p> <p>Wildfires are often preceded by warnings; however, depending upon the wind and terrain, the direction and spread of a wildfire can change abruptly. Depending upon the need to evacuate, and the extent of the damage, children and families may be displaced and consequently may struggle to recover.</p> <p>A drought is a prolonged period of abnormally low rainfall, leading to a shortage of water.</p>	<p>Project</p>	<p>Students will work as a class or grade to create a natural disaster plan to address the needs of their school in relation to flooding or hurricanes. The plan should take into account the location of the school:</p> <p>Guiding questions:</p> <ol style="list-style-type: none"> 1. What should be done? 2. Who should do it? 3. When should it be done (before, during or after the disaster)? 4. Where can students/teachers go? 5. How can important documents be protected? 6. What should be done to prevent the loss of life? 7. Where are emergency shelters? 8. Is my school an emergency shelter? 9. What can be done to ensure that students are still being educated after the disaster if it is still being occupied by residents? <p>Note to teacher: Disaster management plans may be adopted as a part of the school's existing disaster management plan or they may be used as a foundation to develop one where one does not exist.</p>	<p>Plan reflects creative thinking or problem-solving skill along with appropriate value/virtue e.g. reason or resourcefulness</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>General Safety Tips</p> <p>Earthquake <i>Before:</i> Participate in drills and public education; conduct hazard hunts <i>During:</i> Drop, cover and hold; if outside, go to a clear open area and crouch <i>After:</i> Be observant and be on alert for aftershocks; stay in the assembly area until further instructions; report any unusual smell or any hazards observed that may threaten security.</p> <p>Hurricanes <i>Pre-Season Activities</i> Participate in public education activities and inform parents about hurricane preparedness.</p> <p><i>After the Hurricane,</i> assist with the arrangement of classrooms; participate in psychosocial support activities and listen to bulletins from the media.</p> <p>Flood Tips <i>Before:</i> Participate in public education activities; listen to the media for Flash Flood Watch/Warning and follow instructions on which evacuation route to take; be observant of flood waters <i>During:</i> Stay away from flooded waters; use alternative exits if instructed to do so. <i>After:</i> Assist with clean-up activities.</p>	<p>Class Project</p>	<p>Students will work together in groups or as a class to use the steps of an appropriate life skill to guide them in organizing and executing activities to minimize the possible effects of natural disasters such as drought, earthquakes, flooding etc. For example, they may organize and participate in drain cleaning to mitigate against the possible effects of flooding or water conservation to mitigate against the possible effects of a drought.</p> <p>Teacher will provide support, feedback and clarify where necessary</p>	<p>Actions reflect effective use of healthy self-management, problem solving or creative thinking skill, along with appropriate value/virtue such as resourcefulness or concern to take actions to minimize the possible effects of natural disasters</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>Fire <i>Before:</i> Participate in public education activities, participate in fire drills; know evacuation routes and exits. <i>During:</i> If you see a fire, shout “fire” and stay away from the flames. <i>After:</i> Be observant; stay in the assembly area until consent is given to return; follow instructions for dismissal if necessary.</p> <p>Drought <i>Before:</i> Participate in public education activities; turn off the taps properly when not in use; practice healthy environmental skills. <i>During:</i> Practice efficient water conservation skills <i>After:</i> Listen to media bulletins on droughts</p>			

SEXUALITY & SEXUAL HEALTH



SEXUALITY AND SEXUAL HEALTH – Grade 5 – TERM 2

REGIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
<p>RS SSH1: Demonstrate understanding that the concept of human sexuality as expressed throughout the life cycle, is an integral part of every individual.</p>	<ol style="list-style-type: none"> 1. Explore personal experiences, attitudes, and feelings about the roles that boys and girls are expected to play. 2. Demonstrate awareness of the onset of puberty and the physical, emotional and cognitive changes that accompany it. 	<ol style="list-style-type: none"> 1. Differentiating Between Sex & Sexuality 	<ol style="list-style-type: none"> 1. What is Sexuality? 	<ul style="list-style-type: none"> • Coping with the Changes During Puberty • Gender Expectations: Because I am a Boy/Girl
<p>RS SSH2: Analyze the influence of socio-cultural and economic factors as well as personal beliefs on the expression of sexuality choices.</p>	<ol style="list-style-type: none"> 1. Demonstrate an understanding of the ways in which sexuality is learned. 2. Demonstrate ways to respond appropriately to the key factors influencing sexual choices and experiences. 3. Demonstrate knowledge of the various types of sexual abuse and exploitation. 	<ol style="list-style-type: none"> 2. Sociocultural Influences On Sexual Behaviour 	<ol style="list-style-type: none"> 1. Factors Influencing Expression of Human Sexuality 	<ul style="list-style-type: none"> • Think Before You Click!
<p>RS SSH3: Develop action competence and build capacity to recognize the basic criteria and conditions for optimal reproductive health and to reduce vulnerability to priority problems including HIV/AIDS, cervical cancer and STIs.</p>	<ol style="list-style-type: none"> 1. Demonstrate knowledge of the development of an embryo and the basic needs of a newborn baby. 2. Demonstrate skills to interact appropriately and respond compassionately to persons affected by HIV. 3. Display knowledge of transmission of diseases especially HIV/AIDS 4. Demonstrate skills to assist and respond compassionately to peers and siblings requiring health care. 	<ol style="list-style-type: none"> 3. Managing Reproductive Health 	<ol style="list-style-type: none"> 1. Identifying and Avoiding Risky Behaviour 	<ul style="list-style-type: none"> • Babies and My Future • Reducing My Risk • Together We Can Make a Difference: Don't Discriminate
<p>RS SSH4: Students will utilize knowledge and skills to access age-appropriate sources of health information, products, and services related to sexuality and sexual health.</p>	<ol style="list-style-type: none"> 1. Assess family, school, and community resources as sources of accurate information that deal with health, social, and emotional issues. 	<ol style="list-style-type: none"> 4. Access Sources Of Health Information & Services 	<ol style="list-style-type: none"> 1. Health Resources 	<ul style="list-style-type: none"> • Discovering Health Resources and Services

THEME: SEXUALITY AND SEXUAL HEALTH

MODULE 1: DIFFERENTIATING BETWEEN SEX & 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.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and 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 5

Theme: Sexuality and Sexual Health

Module 1: Differentiating Between Sex & Sexuality
 Unit 1: What is Sexuality?

Learning Goals: By the end of the unit, students should be able to:
 1. Understand that the changes associated with puberty affect how they feel
 2. Accept the changes experienced during puberty
 3. Apply the use of coping skills in managing changes occurring during puberty

Core Values: **Moral Lenses- 1. Respect for self 2. Respect for others 3. Positive outlook 4. Stewardship/service**

Topic 1: **Coping with the Changes During Puberty**

Life Skills: Social: Empathy
 Cognitive: Decision making
 Coping: Healthy Self-management, Self-awareness, Coping with emotions

Values/Virtues: **Acceptance, Appreciation, Sensitivity, Consideration, Respect, Care**

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"> Distinguish physical, emotional and social changes young people experience during puberty Analyze the relationship between puberty and self-esteem Express feelings associated with 	<p>Puberty is a stage of human development that signals the ability to reproduce. It is a developmental process timed by each person's genetic programme and influenced by the environment. It usually begins between the ages of 9 and 16 years and ends when the reproductive system is mature.</p> <p>During puberty, hormones are produced in our bodies causing us to experience physical (sexual and reproductive organs), emotional, and psychological changes.</p> <p>Physical changes for both boys and girls include: changes in body shape and height, skin gets oily, acne</p>	<p>Concept Map/ Discussion</p>	<p>In small groups, students will create a concept map showing physical/emotional/social changes that young people may experience during puberty. Groups will discuss their thoughts before adding them to the concept map. Concept maps will be exchanged across groups and students will identify similarities and differences in their maps. They will discuss the changes in each category that young people experience during puberty.</p> <p>Sample Posters for boys https://www.wikihow.com/Tell-if-You-Have-Hit-Puberty-(Boys)</p> <p>Reflective Questions: How have I changed during puberty?</p> <p>Note to Teacher: Be mindful of students who have not yet experienced puberty</p>	<p>Concept map efficiently distinguishes the physical, emotional and social changes young people experience during puberty</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>in their physical appearance and that of others</p> <ul style="list-style-type: none"> ✓ Increased engagement in risk-taking behaviour ✓ Rebelliousness ✓ Mood swings and bouts of depression <p>Each child matures at his/her own pace and responds to social changes differently.</p> <p>The changes adolescents experience during puberty can also affect their self-esteem. Some may become very self-conscious and highly critical of how they look. This can sometimes lead to low self-esteem if they continue to see themselves negatively.</p> <p>Issues that girls face during puberty include:</p> <ul style="list-style-type: none"> ✓ Weight gain ✓ Maturing at a faster or slower pace than their peers ✓ Acne ✓ Pressure to gain or lose weight ✓ Bullying because of their looks <p>Boys face similar issues as girls such as acne and maturing at different rates than their peers, but they also experience bullying because of cracks in their voice, being too short, too skinny or not enough muscle mass as well as the growth of facial hair.</p>	<p>Role-Play</p>	<ul style="list-style-type: none"> • What are my fears regarding the changes taking place in my body? • How do I feel about the way I look? • What do I do to cope with the changes I am experiencing? • What actions can I take to improve how I feel about myself? <p>Note: Teacher will review journal entries and make referrals where necessary.</p> <p>In pairs, students will enact a role play depicting how a value/virtue e.g. sensitivity can be shown to a friend who is not managing pubertal changes or who is being ridiculed/bullied as a result of the changes or lack thereof, during puberty.</p> <p>Note to teacher: Only positive roles must be enacted. Students should not be asked to take on a negative role. Negative roles can be demonstrated by the teacher or via a short video/pictorial. This is to ensure that students use the time to practise positive behaviours.</p>	<p>emotions skill along with appropriate value/virtue e.g. appreciation or acceptance, regarding how they cope with puberty also displayed in journal entries</p> <p>Role play reflects effective use of the steps in empathy skill and appropriate value/virtue e.g. sensitivity or care in helping their peers who are not coping with puberty in a positive manner</p>

GRADE 5

Theme: Sexuality and Sexual Health

Topic 2:

Gender Expectations: Because I am a Boy/Girl

Life Skills:

Social: Advocacy, Empathy
 Cognitive: Decision making, Problem solving
 Coping: Self-awareness

Values/Virtues:

Justice, Respect, Democracy, Equality

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"> • Distinguish between sex and gender • Examine stereotypes related to expectations of men and women today • Express feelings associated with gender expectations and gender equality • Demonstrate the use of social skills to show support for gender equality 	<p>Gender is sometimes confused with sex. Sex refers to whether a person is born with a penis or vagina, thus 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) and the extent to which a male is masculine or a female is feminine.</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>Factors Influencing the Expression of Gender</p> <p>Family, peers, role models, schools, religious beliefs and practices, the media and music all influence gender roles.</p> <p>Gender stereotypes refer to beliefs held by society about how men and women are supposed to behave.</p>	<p>Brainstorming</p> <p>Stimulus Activity</p>	<p>Students will brainstorm the concepts “sex” and “gender” and then work in groups to complete a worksheet. Students will define and explain the difference between these two words. Students will identify characteristics/behaviours associated with being a boy and a girl.</p> <p>Students will listen to statements related to gender roles as they are read and indicate whether they agree or disagree by standing under the appropriate sign placed at opposite ends of the classroom. Students will share reasons for their answers and explain where they think gender stereotypes come from and how they lead to gender expectations of men and women in society.</p> <p>Note: Emphasize the importance of showing respect despite differences of opinion.</p> <p>Examples of statements are:</p> <ol style="list-style-type: none"> 1. Men become doctors, women become nurses. 2. Boys wash the car, girls wash the dishes. 	<p>Brainstorming and worksheets indicate students’ clear and accurate understanding of the difference between sex and gender</p> <p>Students’ responses indicate a clear and accurate understanding of the relationship between gender stereotypes and gender expectations in today’s society</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>Common gender stereotypes include:</p> <ul style="list-style-type: none"> • Only women can be nurses • Men should not cook or do household chores • Men are messy • Women should stay at home and look after the children • Men should be good at mechanics • Only men make good leaders <p>Gender roles are defined by the society in which one lives and can differ across cultures. They are not innate but are learned.</p> <p>Gender equality is a basic human right and means “all human beings are born equal”. This means that whether male or female, a person should never be deprived of living their true potential because of their sex. Both boys and girls should therefore have equal opportunities.</p>	<p>Game/ Journaling/ Reflective Questioning</p>	<ol style="list-style-type: none"> 3. Only women can stay at home with the children. 4. Men should not be the ones to cook in the home. 5. Men do not do housework and do not take care of the children. 6. Men and women can perform the same tasks. 7. Women should stay at home and look after the children 8. Men are stronger than women 9. Both men and women can have a career <p>Students will stand in a circle and participate in an exercise where boys will be asked to act like girls and girls will be asked to act like boys. After the exercise, they will answer the following questions:</p> <ol style="list-style-type: none"> 1. How did the boys/girls behave? 2. How do boys/girls act? 3. How do you feel about how you are perceived by the opposite sex? 4. How important is gender equality? 5. Why is it important for boys and girls to have equal rights? <p>Students will then be asked to recall a situation in which they were expected to behave in a certain manner or do something because they were a boy/girl. In their journals, they will express how they feel about that experience and the gender stereotypes/expectations of their society. They will share whether gender expectations impact their behaviour and choice of activities. Students will contemplate the following Reflective</p>	<p>Journal entries indicate self-awareness skill in identifying their feelings about gender expectations and gender equality</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
		Creative Expression	<p>Questions:</p> <ul style="list-style-type: none"> • How do I feel about what society expects of me as a boy/girl? • How comfortable am I with society's expectations? • Do I feel there is something I cannot participate in because I am a boy/girl? • How do I feel about gender equality? <p>Students will be placed in groups to read scenarios or stories that depict situations where gender discrimination was evident. Students will respond to each situation to show support for gender equality by developing a role play, creating comic strips or developing campaign messages against gender inequality/gender discrimination.</p>	Creative pieces reflect effective use of the steps in empathy or advocacy skill along with appropriate value/ virtue e.g. respect or democracy to show support for gender equality

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 in 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.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and 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 5**Theme: Sexuality and Sexual Health**

Module 2:

Sociocultural Influences on Sexual Behaviour

Unit 1:

Factors Influencing Expression of Human Sexuality

Learning Goals:

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

1. Understanding the ways in which sexuality is learned
2. Appreciate the importance of respecting and protecting your body
3. Apply ways to respond appropriately to factors influencing sexual choices and expressions

Core Values:

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

Topic 1:**Think Before You Click!****Life Skills:**

Social: Communication, Advocacy

Cognitive: Critical thinking, Problem solving, Creative thinking, Decision making

Coping: Self-awareness, Healthy Self-management

Values/Virtues:**Clear thinking, Morals, Wisdom, Honour**

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"> • Explain social media influences on perceptions of self • Critically assess the dangers of using social media • Propose strategies to protect self from the negative influence of 	<p>Using social media websites is among the most common activities of today's children and adolescents. Any website or smartphone application that allows social interaction is considered a social media site, such as Facebook, Instagram, WhatsApp, Snapchat and YouTube.</p> <p>These applications allow individuals to post or send images (whether fake or real) of themselves; if your picture/image and video look pleasing to others you can attract attention through "likes" and comments to validate that you are attractive.</p> <p>Social media can be useful as it allows people to connect</p>	Discussion	<p>Students will be asked how they think social media influences how people may feel about themselves. In groups, students will then look at sample pictures of random people (models, families, female and male celebrities among others).</p> <p>Students will use a five-point rating scale to rate the pictures from best look to worst look and provide reasons for their decisions. These ratings will be discussed to highlight how social media and applications can influence people's perceptions of themselves based on the opinions of others.</p> <p>Guide to Rating Scale: 1- weak 5 -strong Reflective Questions:</p> <ul style="list-style-type: none"> • How would I feel if I were given 	Discussion reflects a clear and accurate understanding of social media's influences on perceptions of self

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>social media</p> <ul style="list-style-type: none"> Demonstrate advocacy skill in encouraging their peers to avoid negative social media influences 	<p>with each other and enhance their creativity by sharing ideas, music and other information. However, there is a downside of social media where children can become the victims of cyberbullying and expose themselves to questionable persons and risky situations.</p> <p>It is important to understand that posting certain images of yourself and giving out personal information on the internet can be risky.</p> <p>Risks</p> <ul style="list-style-type: none"> You don't always know if people are who they say they are. You can give the wrong impression about your character. Strangers who may be sexual predators of children have access to your pictures and information. Revealing too much information about yourself. The staying power of the internet-consider the future. Lack of validation from others about posted pictures or videos may lead to depression or low self-esteem. May encounter cyberbullying. May be encouraged to participate in sexting. Newer apps can compromise privacy as they share a person's location <p>Protection Strategies</p> <ol style="list-style-type: none"> Post modest-looking pictures and videos of yourself; avoid suggestive pictures and videos. 	<p>ICT/Discussion</p>	<p>five (5) as a rating?</p> <ul style="list-style-type: none"> How would I feel if I were given one (1) as a rating? How does the rating I received affect the way I view myself? How can I develop my self-confidence in order not to rely on others to make me feel good about myself? <p>Note to Teacher: Photos should be reviewed for age-appropriateness prior to this activity. Approved resources should also be used to avoid privacy issues or inappropriate use of images.</p> <p>Students will watch video presentations that depict the dangers of social media. In groups, students will discuss the highlighted dangers of social media and the negative outcomes that may affect children. They will also explain how students can protect themselves from the negative impacts of social media.</p> <p>Suggested Videos:</p> <ol style="list-style-type: none"> Dangers of Social Media (girl edition) https://youtu.be/6jMhMVEjEQg Dangers of Social Media (boy edition) https://youtu.be/c4sHoDW8QU4 <p>Reflective Questions:</p> <ul style="list-style-type: none"> What would I do if I was befriended by a stranger on social media? What dangers am I putting myself in when I am not careful about my usage of social media? How can I protect myself from sexual predators who target children on social media? 	<p>Students' responses reflect a clear and accurate understanding of the dangers of using social media</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>More Sites for Children under 13 years old https://www.common sense media.org/lists/safe-chat-rooms-and-social-sites-for-kids</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 to reduce vulnerability to the spread of HIV and AIDS, cervical cancer, STIs and teenage pregnancy.

About the Module

Many young people 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 analyzing 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. 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.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and 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 5**Theme: Sexuality and Sexual Health**

Module 3:

Managing Reproductive Health

Unit 1:

Identifying and Avoiding Risky Behaviour

Learning Goals:

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

1. Understand the consequences of engaging in risky behaviours
2. Appreciate the importance of knowing how HIV is transmitted
3. Practise appropriate skills to respond compassionately to persons living with HIV, peers and siblings requiring health care

Core Values:

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

Topic 1:**Babies and My Future****Life Skills:**

Social: Communication, Advocacy

Cognitive: Decision making, Problem solving, Critical thinking

Coping: Self-awareness

Values/Virtues:**Ambition, Aspiration, Morals, Integrity, Determination**

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"> • Explain the development of a baby • Evaluate the needs of a new-born baby • Justify why adolescents are not ready to have a baby • Display self-awareness by 	<p>Note to Teacher: It is important to communicate with parents the objectives and the activities of this lesson as they are responsible for monitoring and supervising sexual content in and outside of the home.</p> <p>Where do babies come from?</p> <p>The human body has the ability to conceive and bear children.</p> <p>During puberty a female's reproductive organs mature, allowing her to become pregnant and nurture a baby; breasts develop so they can produce milk for a baby and the menstrual cycle prepares the uterus to nourish an embryo.</p>	<p>Infographic/ ICT/ Discussion</p>	<p>In small groups, students will be given an incomplete diagram with clues on cartridge paper that depict the development of a baby. They will be given a list of words to complete the diagram, as well as appropriate images to enhance the pictorial effect. Students will present the finished product to the class explaining each stage of the development of a baby. They will then watch the following video to clarify information: Anatomy & Physiology of Pregnancy https://study.com/academy/lesson/anatomy-physiology-of-pregnancy.html</p> <p>Suggested words to use: male, female, embryo, foetus, pregnancy, birth, umbilical cord, placenta</p>	<p>The infographic illustrates an accurate understanding of the development of a baby</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
		Journaling/ Reflective Questioning	<p>an adolescent mother taking care of a newborn. Students will then prepare a speech justifying why adolescents are not ready to have a baby.</p> <p>Using the appropriate steps in self-awareness, students individually will express in their journals: their feelings about having a baby at an early age, behaviours they need to change and steps they can take to avoid this situation.</p> <p>Reflective Questions:</p> <ol style="list-style-type: none"> 1. How do I feel about adolescents having a baby? 2. How can having a baby at my age affect my future? 3. What actions will I take to ensure I achieve my future goals? 	<p>are not ready to have a baby and reflects appropriate value/virtue e.g. aspiration or morals</p> <p>Journal entries indicate self-awareness skill in identifying their feelings about having a baby at an early age, behaviours they need to change and appropriate value/ virtue e.g. integrity or determination</p>

GRADE 5

Theme: Sexuality and Sexual Health

Topic 2:

Reducing My Risk

Life Skills:

Social: Negotiation, Assertiveness, Refusal
 Cognitive: Problem solving, Critical thinking, Decision making
 Coping: Healthy Self-management

Values/Virtues:

Respect for Self, Clear thinking, Morals, Purity, Reason

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"> • Explain the consequences of risky sexual behaviours in which adolescents may engage • Justify the importance of abstinence as the best way to avoid consequences of risky sexual behaviours • Propose strategies for avoiding risky behaviours that may compromise their reproductive health 	<p>Note to Teacher: It is important to communicate with parents the objectives and the activities of this lesson as they are responsible for monitoring and supervising sexual content in and outside of the home.</p> <p>What is a risk? It is taking a chance that may cause physical, emotional, and psychological injury or loss.</p> <p>Factors that may influence risky behaviour include:</p> <ul style="list-style-type: none"> ✓ Emotional upheaval ✓ Sexual feelings ✓ Peer influence/pressure ✓ Social or economic status ✓ Low self-esteem and awareness <p>Consequences of involvement in risky behaviour include:</p> <ul style="list-style-type: none"> ✓ Personal loss ✓ Family problems ✓ Health problems/infections and disease ✓ Loss of education 	<p>Brainstorming/ Presentation</p> <p>Visual Arts/ICT</p>	<p>In groups, students will brainstorm and list risky behaviours (sexual and others) in which adolescents engage that may cause them physical, emotional, and psychological injury or hurt. Groups will present the lists to the class, explaining what makes the behaviours risky, and the consequences of each and highlighting those behaviours which can compromise their reproductive health.</p> <p>Students will launch a campaign to educate their peers about the importance of abstaining and propose strategies that can help adolescents avoid risky sexual behaviours. They will use print media to promote their message; through the creation of posters, pamphlets, flyers, news articles, advertisements, videos and other materials.</p>	<p>Students' responses indicate a clear and accurate understanding of risky behaviours in which adolescents may engage and the consequences of these behaviours</p> <p>Campaign materials contain accurate information about the importance of abstinence to avoid consequences of risky sexual behaviours, suggests appropriate strategies for avoiding risky behaviours that can compromise reproductive health and reflects appropriate value/virtue e.g. respect for self or morals</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> Demonstrate social or cognitive skill to avoid engaging in risky behaviours 	<ul style="list-style-type: none"> ✓ Legal problems ✓ Low self-esteem and social status <p>Sexual Abstinence Sexual intercourse can lead to pregnancy, sexually transmitted infections (STIs) and HIV. Abstinence from all sexual activities is the best form of protection. Sexual activity is best delayed until adulthood when one is mentally, spiritually, emotionally and physically mature enough to make such an important decision.</p> <p>Sexually Transmitted Infections (STIs) STIs have harmful physical, emotional and social consequences.</p> <p>Skills to avoid risky behaviour include:</p> <ul style="list-style-type: none"> ✓ Personal goal-setting ✓ Choices and Decisions – ‘Stop and think it through’ (decision making); REAL (Refuse, Explain, Avoid, Leave) and STACK (Stop, Think it through, Ask yourself and others what to do, Choose carefully it is up to you, Keep your pride and promises too) ✓ NO-GO-TELL (Refusal skill) ✓ Critical thinking ✓ Self-awareness ✓ Healthy self-management 	<p>Brainstorm/ Discussion/Role-Play</p>	<p>In groups, students will brainstorm situations/scenarios that put their peer group at risk and discuss ‘pressure lines’ often used in these situations. For each ‘pressure line’, students will create a counter-response that will help them avoid these risky behaviours.</p> <p>Each group will then select one of the situations/scenarios and role-play how to avoid risky behaviours using one of the models with the appropriate counter-responses developed.</p> <ol style="list-style-type: none"> REAL (Refuse, Explain, Avoid, Leave) and STACK (Stop, Think it through, Ask yourself and others what to do, Choose carefully it is up to you, Keep your pride and promises too). <p>Reflective Questions:</p> <ul style="list-style-type: none"> • What must I do to avoid risky behaviours? • What can I do to help my friends avoid risky behaviours? 	<p>Role play reflects effective use of steps in problem solving, refusal or negotiation skill and appropriate value/virtue e.g. clear thinking or reason</p>

GRADE 5

Theme: Sexuality and Sexual Health

Topic 1:

Together We Can Make a Difference: Don't Discriminate

Life Skills:

Social: Empathy, Advocacy
 Cognitive: Critical thinking, Decision making
 Coping: Self-awareness

Values/Virtues:

Sensitivity, Consideration, Concern, Compassion

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"> • Differentiate between myths and facts related to HIV and AIDS • Assess the impact of stigma and discrimination on persons living with HIV (PLHIV) • Display positive attitudes towards persons living with HIV • Display social skills to show support for persons living with HIV 	<p>HIV and AIDS HIV (Human Immunodeficiency Virus) is the virus that causes AIDS (Acquired Immune Deficiency Syndrome).</p> <p>HIV is transmitted from one person to another through exposure to blood. Tattoos, body piercings and sharing needles or razors are dangerous and can expose a person to HIV and other blood-borne diseases.</p> <p>Stigma Stigma is the belief of a person about a perceived mark of disgrace linked with certain kinds of behaviour. HIV-related stigma refers to the negative beliefs, feelings and attitudes toward people living with HIV.</p> <p>Discrimination Discrimination is the practice of treating a group of people unfairly based on certain characteristics.</p> <p>HIV-related discrimination refers to the unfair and unjust treatment of an individual based on his or her real or perceived HIV status. HIV-related</p>	<p>Game</p> <p>Video Presentation / Discussion</p>	<p>Students will engage in a myth or fact game. Teacher will read items related to HIV/AIDS transmission and prevention and students will indicate whether they agree or disagree by standing under the appropriate sign: (MYTH/FACT)</p> <p>Students will watch the video "What if it were you?" on the Life Skills DVD. The class will then be divided into two groups; one group will state reasons they would avoid Nicole and her mother and the other group will state the opposite. Each group will discuss and write down their reasons. The first group will also discuss how stigma and discrimination can be applied to each of their reasons. The second group will discuss how they are avoiding stigma and discrimination with their reasons. Each group will present to the class. Students will then discuss the possible effects of stigma and discrimination on persons living with HIV.</p>	<p>Students' responses illustrate an accurate understanding of myths and facts related to HIV and AIDS</p> <p>Students' responses indicate a clear and accurate understanding of the impact of HIV-related stigma and discrimination</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>discrimination is usually based on stigmatizing attitudes and beliefs about persons living with or affected by HIV.</p> <p>Causes Fear, ignorance, uncertainty, prejudice, socialization, etc.</p> <p>Consequences</p> <ul style="list-style-type: none"> ✓ People are hurt. ✓ Conflicts result. ✓ People who are sick do not seek help. <p>Persons living with HIV and AIDS often experience stigma and discrimination.</p>	<p>Role-play/Letter writing</p>	<p>Reflective Questions: How would I feel being discriminated against? How would I want to be treated if I was HIV positive? Why should persons with HIV be treated with dignity and respect?</p> <p>Students will be divided into groups; some groups will role-play how they would respond to Nicole, or any other student at their school living with HIV, while other groups will write a letter to Nicole and her mother showing empathy and compassion about what happened at school.</p> <p>Reflective Questions: How can I show compassion for persons living with HIV/AIDS? What can I do to help remove stigma and discrimination from my community?</p>	<p>Role-plays and letters clearly illustrate effective use of empathy skill, along with appropriate value/virtue e.g. compassion or concern, to show support for persons living with HIV</p>

THEME: SEXUALITY AND SEXUAL HEALTH

MODULE 4: MANAGING REPRODUCTIVE HEALTH

Develop action competence to reduce vulnerability to priority problems, including HIV and AIDS, cervical cancer and STIs.

About the Module

Display knowledge and behaviour that will render students less vulnerable to contracting and spreading HIV and AIDS, cervical cancer and STIs). Addressing issues related to the physical and emotional aspects of HIV and AIDS, the stigma of living with HIV and AIDS and discrimination against people living with HIV and AIDS is critical. Importantly, students are encouraged to examine a range of options for reducing vulnerability to these problems such as abstinence and a drug-free lifestyle.

Key Skills

- Coping skills (healthy self-management, self-monitoring)
- Social skills (communication, assertiveness, refusal, negotiation, empathy)
- 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.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and 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 5

Theme: Sexuality and Sexual Health

Module 4: Access Sources of Health Information & Services

Unit 1: Health Resources

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

1. Understand where to access reproductive health services and other information
2. Appreciate the importance of sourcing appropriate health information
3. Use appropriate skills to access age-appropriate sources of health information and services

Core Values: Moral Lenses-1. Respect for self 2. Respect for others 3. Positive outlook
4. Stewardship/service

Topic 1: Discovering Health Resources and Services

Life Skills: Social: Communication
Cognitive: Critical thinking, Decision making
Coping: Healthy Self-management

Values/Virtues: Reason, Appreciation, Clear Thinking

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"> • Categorize available health resources and services • Display appreciation for the various health resources and services available in their communities • Demonstrate cognitive skills 	<p>Health resources and services are places and people we can go to for information on health issues and problems. These are available at the three different levels of health care:</p> <p>Primary healthcare is the first level of contact between individuals/families and the healthcare system. It must be available to all individuals. Resources and services include those provided by family members, general practitioners, guidance counsellors, nurses, immunisation and basic curative care services, prevention of diseases facilities, family planning and health education in all areas.</p> <p>Secondary healthcare is specialized</p>	<p>Research / Presentation</p> <p>Visual Arts/Field Trip/Report Writing</p>	<p>Students will research local facilities and personnel that provide information and services at the different levels of health care. They will categorize these services under the three levels of health care (Primary, Secondary and Tertiary) and explain how these facilities and personnel can be used to address physical, mental, emotional and social health issues and problems. They will then present their findings to the class.</p> <p>Students, with the help of their parents, will create a Community Health Resources and Services Directory that will address physical, emotional, mental and social health issues that may be faced by themselves, their friends,</p>	<p>Research presentation illustrates accurate knowledge of available health resources and services and the category to which each belongs</p> <p>Visual art pieces reflect appreciation for the various health resources and services available</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>in selecting appropriate health resources and services to address various health issues</p>	<p>care to address a diagnosis and/or treatment plan. Sometimes a referral is required to obtain these services. Providers of secondary care include medical specialists, specialized health centres, hospitals and psychiatrists providing resources and services.</p> <p>Tertiary healthcare is specialized consultative care that is usually provided for patients with serious health conditions. This is provided by medical and surgical consultants and facilities with advanced medical investigation and treatment. Advanced diagnosis, support services and intensive care which cannot be provided at the other two levels are available at tertiary.</p>	<p>Case Scenarios</p>	<p>associates and family. In groups, they will create appreciation cards, art pieces or thank-you notes expressing gratitude to these facilities for their continuous support to the community. Teachers/ parents will take students to these facilities to deliver these items. Students will write a report on their experience at the facility visited.</p> <p>Reflective Question: Why is the work of health care providers important to me?</p> <p>What would the community do without health information and services from these providers?</p> <p>Students will be given different scenarios that depict a health issue or problem. They will discuss the health resource or service they will use/recommend to address the issue or problem and provide justification for their selection.</p> <p>Suggested scenarios:</p> <ol style="list-style-type: none"> 1) <i>Mary went to use the bathroom during lunchtime at school when she noticed red spotting in her underwear.</i> 2) <i>Grade 6 students were given a project on the symptoms of Sexually Transmitted Infections, HIV and AIDS.</i> 	<p>in communities</p> <p>Responses to case scenarios reflect critical thinking skill along with appropriate value/virtue e.g. appreciation or clear thinking, in determining the appropriate health resources and services to address various health issues</p>

APPROPRIATE EATING & FITNESS



APPROPRIATE EATING AND FITNESS – Grade 5 – TERM 3

REGIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
<p>RS AEF1: Build individual capacity to make healthy eating choices throughout the life cycle and reduce the risk factors associated with the development of lifestyle diseases.</p>	<ol style="list-style-type: none"> 1. Recognise healthy eating as a critical component of healthy living throughout the life cycle. 2. Demonstrate ways to select a balanced meal, using a variety of foods. 3. Apply safe food-handling principles. 	1. Making Healthy Choices	1. Healthy Food Options	<ul style="list-style-type: none"> • Watch What You Eat • Food Safety
<p>RS AEF 2: Demonstrate understanding of fitness and its relationship to good health and quality of living.</p>	<ol style="list-style-type: none"> 1. Recognise and value fitness as another critical component of a healthy lifestyle. 2. Incorporate safety principles when engaged in fitness activities. 3. Design and implement an age-appropriate physical fitness plan. 4. Appreciate the role of fitness in achieving good health. 	2. Good Health and Quality Living	1. Keeping Fit	<ul style="list-style-type: none"> • Let's Get Physical Safely!
<p>RS AEF 3: Analyse the influence of socio-cultural and economic factors, as well as personal beliefs and choices related to appropriate eating and fitness.</p>	<ol style="list-style-type: none"> 1. Demonstrate understanding of factors that influence eating and fitness behaviours. 2. Make varied choices to broaden experiences related to eating and fitness. 	3. Factors Influencing Eating and Fitness	1. Influences on Eating and Fitness	<ul style="list-style-type: none"> • Our Family Meals • What in the World Influences My Eating and Fitness?
<p>RS AEF 4: 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"> 1. Identify sources of accurate, age-appropriate information relating to eating and fitness. 	4. Sourcing Information	1. Sources of Information	<ul style="list-style-type: none"> • Think Before You Buy

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.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and
11. promote responsible behaviour.
12. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

LINKS TO OTHER SUBJECTS: Physical Education, Science

GRADE 5

Theme: Appropriate Eating and Fitness

Module 1: Making Healthy Choices

Unit 1: Healthy Food Options

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

1. Understand the relationship between nutrients, a balanced diet and a healthy lifestyle
2. Appreciate the importance of maintaining proper eating habits to remain healthy
3. Apply life skills in making healthy food choices

Core Values: Moral Lenses-1. Respect for self 2. Respect for others 3. Positive outlook
4. Stewardship/service

Topic 1: Watch What You Eat

Life Skills: Social: Communication
Cognitive: Decision making, Critical thinking
Coping: Healthy Self-management, Self-awareness

Values/Virtues: Self-discipline, Perseverance, Conscientiousness, Reason, Wisdom, Clear thinking

Objectives	Points to Notes/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"> • Categorize foods by their major nutrient • Analyse the benefits of selected nutrients to the body • Justify the need to maintain proper eating habits to stay healthy 	<p>Healthy eating is a critical component of healthy living. Food is any solid or liquid which nourishes the body and helps to maintain life and growth.</p> <p>There are six major food groups in the Caribbean from which we are to eat to be healthy.</p> <p>Food Groups The major food groups include:</p> <ul style="list-style-type: none"> • 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 • legumes and nuts 	<p>Group-work/ Chart</p>	<p>Students in small groups will complete a food group chart documenting what they had or were planning to have for lunch and the nutrient content of each lunch item. They will categorize each food item based on the nutrients found in them.</p> <table border="1" data-bbox="1209 1053 1707 1265"> <thead> <tr> <th data-bbox="1209 1053 1373 1141">FOOD ITEMS</th> <th data-bbox="1373 1053 1539 1141">NUTRIENTS/ CONTENT</th> <th data-bbox="1539 1053 1707 1141">FOOD GROUPS</th> </tr> </thead> <tbody> <tr> <td data-bbox="1209 1141 1373 1182"> </td> <td data-bbox="1373 1141 1539 1182"> </td> <td data-bbox="1539 1141 1707 1182"> </td> </tr> <tr> <td data-bbox="1209 1182 1373 1222"> </td> <td data-bbox="1373 1182 1539 1222"> </td> <td data-bbox="1539 1182 1707 1222"> </td> </tr> <tr> <td data-bbox="1209 1222 1373 1265"> </td> <td data-bbox="1373 1222 1539 1265"> </td> <td data-bbox="1539 1222 1707 1265"> </td> </tr> </tbody> </table> <p>Students will share their group work with the whole class and collectively they will compile a list of the benefits of each nutrient to the body. Students will discuss each benefit listed. Teacher will clarify and make suggestions where necessary.</p>	FOOD ITEMS	NUTRIENTS/ CONTENT	FOOD GROUPS										<p>Food group charts illustrate students' ability to accurately identify nutrients found in each food and to categorize the foods according to their major nutrients</p> <p>Students' responses indicate a clear and accurate understanding of</p>
FOOD ITEMS	NUTRIENTS/ CONTENT	FOOD GROUPS														

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>are equally important to health and fitness:</p> <p>Vitamins and minerals are essential micronutrients that our bodies need in small amounts to work properly.</p> <p>Minerals are important for:</p> <ul style="list-style-type: none"> • Building strong bones and teeth • Controlling body fluids inside and outside cells • Turning the food you eat into energy <p>Vitamins help to:</p> <ul style="list-style-type: none"> • Promote healthy eyes, skin, bones, tissues, growth and immunity and help to prevent disease. <p>Balanced Diet Children are growing every day so it is important to practise healthy lifestyle habits such as eating a well-balanced diet and exercising every day. Eating a balanced diet means eating a variety of foods from each food group every day in moderate amounts and according to recommended serving sizes.</p> <p>Healthy Lifestyles Many diseases that lead to death are influenced by eating or drinking too much, lack of exercise, stress and abuse of drugs including alcohol and tobacco. Eating too many foods that are high in fat, salt and sugar can also lead to diseases. These diseases are known as lifestyle diseases and include obesity, diabetes, hypertension and some types of cancers e.g. colon cancer.</p>		<p>Students will use a food chart with pictures if possible to complete their journal entries.</p>	

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>Obesity A medical condition in which excess body fat has accumulated to the extent that it may have an adverse effect on one's health.</p> <p>Heart disease Heart disease includes several problems affecting the heart and the blood vessels in the heart.</p> <p>Hypertension Otherwise known as high blood pressure, means high pressure (tension) in the arteries. This can be caused by stress and can lead to heart disease, stroke and other complications.</p> <p>Stroke A medical emergency when blood flow to the brain stops.</p> <p>All these can be prevented by practising a healthy lifestyle. A healthy lifestyle includes eating healthy, being physically active and taking care of the body.</p>			

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<ul style="list-style-type: none"> ✓ Avoid preparing food when we have a cold. ✓ Food storage: Ensure food is covered (to protect it from flies) and stored at the correct temperature. Check the packet to see if it needs refrigeration. ✓ Manufacture and expiration dates: Always use food by the expiration date and check for smell or mould to make sure it has not gone bad. ✓ Washing foods before consuming or cooking. ✓ Proper hygiene: Wash utensils and chopping boards in warm, soapy water <p><i>Dangers of consuming contaminated foods</i> When food becomes contaminated, it can make us sick. Depending on the source and level of contamination, effects can include cramps, nausea, diarrhoea, vomiting, nerve damage, allergies and paralysis.</p>	ICT	<p><i>Suggested Checklist</i> http://www.nourishinteractive.com/nutrition-education-printables/3-cooking-with-kids-food-safety-checklist</p> <p>Students will contemplate the following reflective questions as they prepare and present the role play.</p> <p>Reflective Questions:</p> <p>Do I always practise safe food handling practices?</p> <p>Can I improve the way I handle food?</p> <p>How can I help to educate my friends and family members about food safety?</p> <p>Students will create an instructional video to demonstrate and advocate for the use of proper food-handling practices. They will share their video with the class teacher and ask their parents to upload it to YouTube. The best video will be shown at devotion and uploaded to the school's social media page and website. It will also be shown at a PTA Meeting.</p>	Videos reflect proficiency in the use of the steps in advocacy skill, along with appropriate value/virtue e.g. cleanliness or consideration

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 promotes 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.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and 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, Science

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>in their daily routines</p> <ul style="list-style-type: none"> Demonstrate the ability to use coping skills to improve health through safe physical activity 	<p>These kinds of activities are important for children to engage in for at least 60 minutes each day.</p> <p>Muscle-strengthening activities: These improve strength and power as well as endurance. Such activities include climbing stairs, lifting weights, push-up and sit-ups, gymnastics, football and simply playing on the playground. Muscle-strengthening activities also include some aerobic activities like climbing the stairs.</p> <p>Bone-strengthening activities: These cause our feet, legs and arms to support our body's weight and our muscles to push against our bones, resulting in our bones becoming stronger. Examples include running, walking, jumping rope and lifting weights. Bone-strengthening exercises can also be aerobic if they make our heart and lungs work harder than they usually do.</p> <p>Stretching: This type of activity is important as it helps to improve flexibility and our ability to move our joints. Touching your toes, side stretches and Yoga.</p> <p>Benefits of physical activity: Physical activity benefits both the body and mind.</p> <p>Body</p> <ul style="list-style-type: none"> ✓ Strengthens the muscles of the heart 	<p>Checklist</p>	<p>Reflective question: Why will I include physical activity in my daily routine?</p> <p>How will being physically active benefit me?</p> <p>With the help of the PE teacher, students will set a realistic goal for themselves to improve their level of physical activity in one or more of the four areas (aerobic, muscle strengthening, bone-strengthening or stretching). They will create a 'Let's Get Physical' checklist with different physical activities that students their age can participate in based on their goals. The checklist will also include safety principles to be adhered to during the activities.</p> <p>Examples of activities can include outdoor activities (hiking, running, playing catch, nature walks, riding bicycles, football, etc.), climbing the stairs instead of taking an elevator, gardening, washing the car, cleaning the house, dancing and stretching.</p> <p>For one month, students will use the checklist to individually keep a log of all the exercises and physical activities included in their daily routine. They will write reflective entries in their journals on selected activities sharing how they feel about participating in these activities and how they benefited from the experience. They will also indicate what activities they enjoyed, safety principles practised and what they will do to improve their health</p>	<p>and appropriate value/virtue e.g. self-discipline or appreciation</p> <p>Physical activity logs reflect students' effective use of the steps in healthy self-management skill, along with appropriate value/virtue e.g. commitment or self-discipline or respect, to improve health through safe physical activity</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<ul style="list-style-type: none"> ✓ Builds healthy bones ✓ Develops strong muscles ✓ Increases flexibility ✓ Helps to maintain a healthy weight ✓ Increases energy ✓ Helps prevent certain medical conditions such as Type 2 diabetes, heart disease, high blood pressure, stroke, obesity and even certain types of cancer <p>Mind</p> <ul style="list-style-type: none"> ✓ Boosts self-esteem and confidence to build life skills ✓ Helps prevent anxiety and depression ✓ Helps you relax and reduce stress ✓ Helps you sleep better ✓ Helps you focus and concentrate at school <p>Some activities are not healthy e.g. watching a lot of TV or spending too much time playing computer games. These activities require little or no physical activity. Lack of exercise can cause health problems.</p> <p>Safety Tips: It is important to practise safety precautions and rules before and while engaging in physical activities. The key to safe exercise/ physical activity is moderation. Safe physical activity and exercise programmes start slowly and then over time build up in intensity, frequency and duration so as not to</p>		<p>through safe physical activity. Teacher will assess logs at intervals.</p>	

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>strain muscles. Safety guidelines include:</p> <ul style="list-style-type: none"> ✓ Health checks ✓ Wearing appropriate gear such as comfortable shoes and loose-fitting clothes ✓ A balanced fitness programme that incorporates different types of physical activity ✓ Warm-up activities to increase heart rate and blood flow and loosen muscles ✓ Stretching muscles until tension is reached, holding for 10-20 seconds, then carefully releasing stretch. Do each stretch only once, never stretching to the point of pain ✓ Breathe during physical activity ✓ Drink enough water to keep hydrated ✓ Cooling down by lessening intensity or movements for at least 10 minutes before stopping completely 			

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.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and 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

GRADE 5**Theme: Appropriate Eating and Fitness**

Module 3:

Factors Influencing Eating and Fitness

Unit 1:

Influences on Eating and Fitness

Learning Goals:

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

1. Understand factors that influence eating behaviours
2. Appreciate the importance of eating together to maintain the family bond
3. Apply appropriate life skills to maintain healthy eating and fitness behaviours

Core Values:

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

Topic 1:**Our Family Meals****Life Skills:**

Social: Communication, Advocacy

Cognitive: Decision making

Coping: Healthy Self-management, Self-awareness

Values/Virtues:**Appreciation, Care, Community, Gratitude**

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"> • Analyse the importance of having family meals • Invite family members to share a meal to bond as a family • Demonstrate self-awareness of how family meals influence 	<p>A Growing Trend: Over the years, for many families, family mealtime has been sacrificed due to overwhelming schedules which make it difficult to find the time to eat together. Meals are often eaten on the run, in front of the TV or the computer and many families go weeks without sharing a meal.</p> <p>Family meals are very important and should even be considered a daily requirement. Research has shown that families who regularly share meals benefit from strengthened family bonds, which lead to better relationships and a sense of belonging. This helps to build self-esteem and reduce the likelihood of children engaging in</p>	<p>Research/ Simulation</p>	<p>Students will use the internet to research the importance of family meals. Students will be placed in small groups representing families, assigned specific family roles and assembled for a mock family meal. In groups, they will discuss the value of eating together as a family and share their responses. Teacher will provide feedback and clarify where necessary.</p> <p>Reflective Questions:</p> <ul style="list-style-type: none"> • Is it different when I eat alone as opposed to when I eat with family members? • How important is it to me to share a meal with my family? • How do I feel about family meals? • What can I do to increase the number 	<p>Students' responses reflect a clear and accurate understanding of the importance of having family meals.</p>

GRADE 5

Theme: Appropriate Eating and Fitness

Topic 2:

What in the world influences my eating and fitness?

Life Skills:

Social: Refusal
 Cognitive: Decision making
 Coping: Self-awareness, Healthy Self-management

Values/Virtues:

Appreciation, Moderation, Self-discipline, Self-control

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"> Examine factors that influence eating and physical activity habits Explore foods from other cultures to broaden health and physical activity options Reflect on factors that influence their eating habits Demonstrate cognitive or coping skills to maintain healthy eating and physical activity behaviours for healthy living 	<p>Factors that Influence Our Eating and Fitness</p> <p>The Caribbean is considered a melting pot of cultures including religion, art forms, dress codes and foods. The mix of ethnic groups brought with them unique foods that have influenced how and what we eat and the types of physical activities we engage in. Today, we are guided by Jamaica’s Food-Based Dietary Guidelines of the six food groups – fruits, vegetables, staples, legumes and nuts, food from animals and fats and oils.</p> <p>FACTORS Environmental: Religious/Society (family and culture) Family shapes what we eat and how much. Our religion gives us food laws and society helps us to understand what foods are acceptable for eating. In some countries, insects can be eaten while others may forbid such consumption.</p> <p>Climate Each continent will produce different</p>	<p>Discussion/ Game</p>	<p>Students in small groups will engage in a Food Factors Connect the Dot Game. Each dot will have one of the following discussion questions attached as students move by running, walking briskly, marching, hopping on one foot/ crawling on knees/gliding from foot to foot like a skater.</p> <p>Sample Game Rules: https://fit.webmd.com/jr/move/article/connect-the-dots-activity</p> <p>Instructions: Cut out and label different sizes of dots. Use a measuring tool (ruler, tape measure) to space the spots in the area that will be used at home, school or the playground. For each distance between the dots, label them with the factors that influence eating and physical activity habits. Labels may include health, culture, family tradition, religion, and feelings/emotions among others.</p> <p>Sample Discussion Questions for Dots:</p> <ul style="list-style-type: none"> How do I choose what to eat? Who or what influences my eating and physical activity choices? How does my mood affect my eating 	<p>Students’ responses reflect a clear and accurate understanding of factors that influence eating and physical activity habits</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>types of food based on geographical location, weather and seasons. Spicy foods are usually consumed by those living in Asia as they alter the body temperature and help keep them warm. It also dictates the types of activities that can be done. In winter, sports like bobsled are engaged in; during warmer times jump rope and swimming are done.</p> <p>Social Factors Our peers and media often influence what we eat and the physical activities we participate in daily.</p> <p>Economic and Health People eat and participate in physical activities based on their income and health status (illnesses, weight and age).</p> <p>Food Availability Having consistent access to food that meets people’s dietary needs and food preferences. It is also the fear or risk of not having enough food or the right food to Go, Grow and Glow healthily.</p> <p>Other influences To be fit means that there is a balance between nutrition and physical activity to achieve and maintain a healthy lifestyle. To be fit is not just about what you eat and drink or how you move. It is about having the right mindset and enough energy to be able to choose healthy foods and be active.</p>	<p>Visual Arts</p>	<p>and physical activity choices?</p> <ul style="list-style-type: none"> • How do I feel when I don’t eat healthily or participate in physical activity? • What types of foods do I eat daily and who influences me to eat them? • What types of physical activity do I participate in and who influences those activities? • What health issues do I have that restrict me from eating certain foods and participating in certain types of physical activities? <p>Students will then summarize the factors that influence eating and physical activity habits.</p> <p>The class will be divided into two to explore foods and physical activities from other cultures. Some students will create a book with five foods they like to eat or have tried from other cultures – Indian, Chinese and Japanese among others. At least three of the food items should be from different cultures. They will research and include the recipe of their favourite food item from the list and explain why it is their favourite. If this is their first time trying any new food, they should also share their feelings about the experience.</p> <p>Other groups will research and present common physical activities/games from other cultures and where possible engage in these activities. Groups will also create a similar book and share their experience with the class.</p> <p>Reflective Questions: How do I feel about trying foods/activities</p>	<p>Books show a willingness to explore foods and physical activities from other cultures and reflect appropriate value/virtue e.g. appreciation</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria									
			<p data-bbox="1115 191 1276 220">Sample Plan</p> <table border="1" data-bbox="1115 224 1610 410"> <thead> <tr> <th data-bbox="1115 224 1276 329">Menu (food group)</th> <th data-bbox="1276 224 1444 329">Foods eaten weekly</th> <th data-bbox="1444 224 1610 329">Physical Activities</th> </tr> </thead> <tbody> <tr> <td data-bbox="1115 329 1276 370"></td> <td data-bbox="1276 329 1444 370"></td> <td data-bbox="1444 329 1610 370"></td> </tr> <tr> <td data-bbox="1115 370 1276 410"></td> <td data-bbox="1276 370 1444 410"></td> <td data-bbox="1444 370 1610 410"></td> </tr> </tbody> </table>	Menu (food group)	Foods eaten weekly	Physical Activities							
Menu (food group)	Foods eaten weekly	Physical Activities											

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.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and 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

GRADE 5**Theme: Appropriate Eating and Fitness**

Module 4:

Sourcing Information

Unit 1:

Sources of Information

Learning Goals:

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

1. Understand how eating is influenced by advertising
2. Appreciate the importance of labels and healthy eating
3. Demonstrate 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:

Think Before You Buy

Life Skills:

Social: Communication

Cognitive: Creative thinking, Critical thinking

Coping: Healthy Self-management

Values/Virtues:

Reason, Wisdom, 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"> • Examine the influence of advertisements on food choice • Show willingness to modify food choices based on food labels • Demonstrate the ability to use advocacy skill to promote the importance 	<p>Advertising:</p> <p>Every day we read, see and hear messages from the media, but we cannot always believe these messages. Sellers of products use advertisements to inform the public about goods and services. Advertisements may create a strong desire for those products and services advertised.</p> <p>Healthy vs Unhealthy Diets</p> <p>Healthy diets are made up mainly of nutrient-rich foods, such as legumes, fruits and vegetables, whole grains, low-fat dairy products, lean protein, nuts and seeds. Unhealthy diets are high in fat, saturated fat sodium</p>	<p>Group work/ Discussion/ICT</p> <p>Labels/Think-pair-share</p>	<p>In groups, students will select advertisement clippings and photographs or listen to a radio/TV advertisement of their favourite food products/meals. They will discuss the message portrayed in each selected piece and say how the advertisement appeals to them and how it encourages/influences them to buy/consume the product.</p> <p>Each student will take labels of at least three packages of their favourite processed foods to school. In pairs, using a guideline and checklist provided by the teacher, students will determine the amounts of sugar, salt and fat in each food item and compare them to the requirements for a healthy diet. They will</p>	<p>Students' responses indicate a clear and accurate understanding of the influence of advertisements on food choices</p> <p>Students' responses reflect a willingness to modify food choices based on food labels and appropriate value/virtue e.g. reason or</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria																
<p>of reading food labels</p>	<p>and added sugars.</p> <p>Reading Food Labels</p> <p>Products advertised must be closely examined by the consumer so that informed food choices can be made.</p> <p>Nutrition labelling is a key factor in helping consumers make informed food choices.</p> <p>Nutrition information on food labels</p> <ul style="list-style-type: none"> • helps you make informed food choices • helps you follow the guidelines for healthy eating • is required on most packaged foods • is based on health regulations <p>Points to Consider:</p> <ul style="list-style-type: none"> ✓ Does the message promote healthful and responsible behaviour? ✓ What information is missing? ✓ Target group <p>Credible sources of information include:</p> <ul style="list-style-type: none"> • Organizations such as FAO, WHO, PAHO, Ministry of Health • Reliable health information websites, such as government sites, condition-specific sites, support 	<p>Creative Arts</p>	<p>then discuss their food choices based on the information gathered from labels.</p> <table border="1" data-bbox="1209 253 1707 440"> <thead> <tr> <th data-bbox="1209 253 1331 293">Processed Food Item</th> <th data-bbox="1331 253 1455 293">Sugar</th> <th data-bbox="1455 253 1579 293">Fat</th> <th data-bbox="1579 253 1707 293">Salt</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>Students will indicate what changes they will make to the foods they eat based on what they have learned about food labels.</p> <p>Reflective Questions:</p> <p>What changes will I make based on the nutritional values of the foods I eat?</p> <p>How important is eating healthy to me that I am willing to make a change?</p> <p>Students will create radio and television advertisements to educate their peers about the importance of food labels. They will develop slogans/tag lines for their commercials.</p>	Processed Food Item	Sugar	Fat	Salt													<p>wisdom</p> <p>Advertisements reflect effective use of advocacy skill and appropriate value/virtue e.g. responsibility to encourage their peers to read food labels</p>
Processed Food Item	Sugar	Fat	Salt																	

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria																		
	<p>organisation sites, and medical journals.</p> <div data-bbox="394 315 833 995" style="border: 1px solid black; padding: 5px;"> <p>Nutrition Facts Serving Size Entire Recipe 618g (617 g)</p> <hr/> <p>Amount Per Serving</p> <p>Calories 580 Calories from Fat 226</p> <hr/> <p style="text-align: center;">% Daily Value*</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-top: 1px solid black;">Total Fat 26g</td> <td style="text-align: right; border-top: 1px solid black;">40%</td> </tr> <tr> <td style="border-top: 1px solid black;">Saturated Fat 4g</td> <td style="text-align: right; border-top: 1px solid black;">21%</td> </tr> <tr> <td style="border-top: 1px solid black;">Trans Fat 0g</td> <td style="border-top: 1px solid black;"></td> </tr> <tr> <td style="border-top: 1px solid black;">Cholesterol 0mg</td> <td style="text-align: right; border-top: 1px solid black;">0%</td> </tr> <tr> <td style="border-top: 1px solid black;">Sodium 1369mg</td> <td style="text-align: right; border-top: 1px solid black;">57%</td> </tr> <tr> <td style="border-top: 1px solid black;">Total Carbohydrate 80g</td> <td style="text-align: right; border-top: 1px solid black;">27%</td> </tr> <tr> <td style="border-top: 1px solid black;">Dietary Fiber 10g</td> <td style="text-align: right; border-top: 1px solid black;">41%</td> </tr> <tr> <td style="border-top: 1px solid black;">Sugars 26g</td> <td style="border-top: 1px solid black;"></td> </tr> <tr> <td style="border-top: 1px solid black;">Protein 15g</td> <td style="border-top: 1px solid black;"></td> </tr> </table> <p>Vitamin A 45% • Vitamin C 164%</p> <p>Calcium 12% • Iron 32%</p> <p><small>*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.</small></p> <p style="text-align: center;">www.NutritionData.com</p> </div>	Total Fat 26g	40%	Saturated Fat 4g	21%	Trans Fat 0g		Cholesterol 0mg	0%	Sodium 1369mg	57%	Total Carbohydrate 80g	27%	Dietary Fiber 10g	41%	Sugars 26g		Protein 15g				
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MANAGING THE ENVIRONMENT



MANAGING THE ENVIRONMENT – Grade 5 – TERM 3

REGIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
RS ME1: Demonstrate an understanding of the inter-relationships of a sustainable natural environment.	<ol style="list-style-type: none"> 1. Identify elements of a sustainable environment (air, sunlight, water, land, plants, and germs). 2. Identify threats to a sustainable environment. 3. Appreciate the need for a sustainable environment. 	1. Maintaining my Environment	1. The Environment and You	<ul style="list-style-type: none"> • Think Green! Live Green!
RS ME2: 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"> 1. Identify environmental health threats with emphasis on priorities in their country. 2. Identify the main factors and sources that contribute to these environmental health threats 	2. Environmental Threats	1. Fighting Environmental Threats	<ul style="list-style-type: none"> • Beware of Plastic Pollution! • Spot Them! Swat Them! Stop Those Mosquitoes!
RS ME3: 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"> 1. Identify ways in which the quality of the natural environment can affect personal health and the well-being of the school and community. 2. Appreciate how a healthy, sustainable environment contributes to their well-being and their peers. 	3. Health and Wealth	1. Journey to Health and Well-Being	<ul style="list-style-type: none"> • My Environmental Choices; My Health Benefits!
RS ME4: 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"> 1. Identify practical opportunities for maintaining a sustainable environment and reducing health threats. 2. Make appropriate choices to reduce exposure to environmental health risks for self and family. 3. Appreciate that each individual has a responsibility to contribute to a healthy, sustainable environment. 	4. Sustaining the Environment	1. Preserving My Environment	<ul style="list-style-type: none"> • The 3Rs Rule

REGIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
<p>RS ME5: Develop knowledge and skills to access age-appropriate sources of information, products, and services related to managing the environment.</p>	<p>1. Identify sources of accurate, age-appropriate information relating to managing the environment.</p>	<p>4. Sources of Information</p>	<p>1. Environmental Resources in Jamaica</p>	<ul style="list-style-type: none"> • Environmental Investigator

THEME: MANAGING THE ENVIRONMENT

MODULE 1: MAINTAINING MY ENVIRONMENT

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

About the Module

It is important for students to understand 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.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and 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 5**Theme: Managing the Environment**

Module 1: Maintaining My Environment

Unit 1: The Environment and You

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

1. Understand the importance of having a natural and sustainable environment
2. Appreciate that each individual has a responsibility to contribute to a healthy and sustainable environment
3. Apply appropriate skills to promote actions that will foster a sustainable environment

Moral Lenses: 1. **Respect for self** 2. **Respect for others** 3. **Positive outlook** 4. **Stewardship/service****Topic 1:** **Think Green! Live Green!****Life Skills:** Social: Communication, Advocacy

Cognitive: Critical thinking, Creative thinking

Coping: Self-awareness, Healthy Self-management

Values/Virtues: **Care, Concern, Citizenship, Stewardship, Responsibility**

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"> • Explain the concepts of natural environment and sustainable environment • Explain how 'green living' contributes to a sustainable environment • Adjust lifestyle choices that will put green living 	<p>Our natural environment is made up of the climate, weather and natural resources such as water, air, land, sunlight and plants which are all needed for human survival.</p> <p>Environmental sustainability allows for the needs of man to be met without jeopardizing the ability of future generations to meet their needs. One way to put environmental sustainability into practice is to, “Think Green and Live Green”.</p> <p>What is Green Living? Green living or living green are terms to describe a person's lifestyle that engages in practices that reduce a negative impact on and promote the</p>	ICT/Discussion	<p>Students will view the video, “What is Sustainability? Mocomi Kids”, available at: https://youtu.be/gTamnlXbgqc</p> <p>They will discuss their understanding of the term sustainable environment. In groups, students will be asked to find the meaning of the following words using their dictionaries: natural, sustainable and environment. After locating the meaning of the words, each group will brainstorm the meaning of the concepts “natural environment” and “sustainable environment”. Each group will write its answers on chart paper and the groups will discuss and compare the responses. Teacher will provide clarification as needed.</p>	Students' responses indicate a clear and accurate understanding of the concepts natural environment and sustainable environment

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>into practice</p> <ul style="list-style-type: none"> Demonstrate the ability to use social skills to promote living green among peers 	<p>health of our environment. This type of lifestyle is usually promoted on the following days:</p> <ul style="list-style-type: none"> Earth Day, April 22 World Environment Day, June 5 <p>The goal of living green is to utilize every natural thing most sustainably. Green living means understanding that:</p> <ol style="list-style-type: none"> Each choice you make affects not just you, but everybody everywhere. Each choice you make affects not just the present, but the future. “Saving the planet” or “saving the environment” is saving ourselves. <p>Benefits of Living Green</p> <ul style="list-style-type: none"> Healthier lifestyle achieved Less pollution Waste reduction Saves money Lowers health care costs Concern, commitment and care increase for the overall environment <p>How To Live Green:</p> <ul style="list-style-type: none"> Conserve energy. Turn off or plug out electrical appliances/ equipment when not in use. Practise recycling Use less packaging (whether paper or plastic) Plant more trees or grow a garden Conserve on water usage. Turn off taps properly; don’t leave taps running while brushing your teeth, etc. 	<p>Discussion/ ICT/Research/ Presentation</p> <p>Checklist</p>	<p>Reflective question:</p> <p>What can I do to encourage a sustainable environment?</p> <p>The concept of “green living” will be written boldly on a chart or board (preferably in the colour green). Students will be asked to express their understanding of the concept. They will then watch the video, “How to Start Living Green Lifestyle”, available at: https://youtu.be/y1xm4BI-VmE and explain how green living supports a sustainable environment.</p> <p>In small groups, students will be asked to research various strategies in which they can engage to put green living into practice. Using the strategies, they will create a green living checklist. They will select five green living strategies to use daily. They will use their checklist to track how often the strategies were put into practice for one week.</p>	<p>Students’ responses indicate a clear and accurate understanding of how green living contributes to a sustainable environment</p> <p>Indications made on checklists depict effective use of healthy self-management skill along with appropriate value/virtue e.g. stewardship in adjusting lifestyle to incorporate green living practices</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria																																																
	<ul style="list-style-type: none"> • Use eco-friendly products; use non-toxic products to clean your home and school. • Buy second-hand items where possible to minimize waste. 	<p>Video Presentation/ Project</p>	<table border="1" data-bbox="1115 164 1612 740"> <thead> <tr> <th data-bbox="1115 164 1318 256">My Green Living Strategies</th> <th colspan="7" data-bbox="1318 164 1612 256">Date</th> </tr> <tr> <td data-bbox="1115 256 1318 305"></td> <th data-bbox="1318 256 1360 305">M</th> <th data-bbox="1360 256 1402 305">T</th> <th data-bbox="1402 256 1444 305">W</th> <th data-bbox="1444 256 1486 305">T</th> <th data-bbox="1486 256 1528 305">F</th> <th data-bbox="1528 256 1570 305">S</th> <th data-bbox="1570 256 1612 305">S</th> </tr> </thead> <tbody> <tr> <td data-bbox="1115 305 1318 402">Conserve on Water</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td data-bbox="1115 402 1318 500">Turn off tap while brushing teeth</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td data-bbox="1115 500 1318 597">Conserve on Energy</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td data-bbox="1115 597 1318 740">Turn off television when it is not being watched</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table> <p data-bbox="1115 805 1612 1279">Students will view the Green Kids Videos: https://greenkidsnow.org/ and will discuss what they can do in Jamaica to promote aspects of the Green Kids advocacy program. They will then create a campaign on the theme: Grade 5 Staying Alive with Green Living. Students will select life skills such as refusal or advocacy with a target audience and create materials (posters, brochures, scrapbooks) to sensitize individuals about the importance of reducing environmental health risks for themselves and their families with the application of green living.</p>	My Green Living Strategies	Date								M	T	W	T	F	S	S	Conserve on Water								Turn off tap while brushing teeth								Conserve on Energy								Turn off television when it is not being watched								<p>Outputs of the campaign illustrate proficiency in the application of advocacy skill, along with appropriate value/virtue e.g. concern or responsibility, to promote living green among peers</p>
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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, 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.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and 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 5**Theme: Managing the Environment**

Module 2:

Environmental Threats

Unit 1:

Fighting Environmental Threats

Learning Goals:

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

1. Understand the disastrous effects of environmental threats
2. Recognize the importance of advocating for a healthy environment
3. Apply life skills to eliminate environmental threats

Core Values:

Moral Lenses: 1. Respect for self 2. Respect for others 3. Positive outlook 4. Stewardship/ service

Topic 1:

Beware of Plastic Pollution

Life Skills:

Social: Communication, Advocacy

Cognitive: Critical thinking, Creative thinking, Problem solving

Coping: Healthy Self-management

Values/Virtues:

Care, Concern, Citizenship, Stewardship, Responsibility

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"> • Explain the term plastic pollution • Examine the causes and effects of plastic pollution on the environment • Show willingness to change behaviours to help reduce plastic pollution • Demonstrate the ability to 	<p>Plastic pollution is defined as the accumulation of plastics on land, as well as in water bodies like rivers, oceans, canals, lakes, etc.</p> <p>Plastics are a huge part of our everyday lives. Many of the products we use are made out of or contain plastics. Plastics can be made in almost any shape for almost any purpose. They are shaped to make car parts, bottles and toys, and rug and clothing fibres.</p> <p>Causes of Plastic Pollution As plastic is less expensive, it is overused. When it is disposed of in landfill sites, it does not decompose quickly and hence pollutes the land or soil.</p> <p>Most people tend to throw plastic bottles and polythene bags away,</p>	ICT/ Discussion/ Worksheet	<p>Students will watch the animated video presentation titled, “Plastic Pollution: How Humans are Turning the World into Plastic”, available at: https://www.youtube.com/watch?v=RS7IzU2VJIQ&feature=youtu.be</p> <p>In groups, students will be given a worksheet to discuss and answer the following questions:</p> <ol style="list-style-type: none"> 1. What is plastic pollution? 2. What are two causes of plastic pollution? 3. What are two effects of plastic pollution? <p>Reflective question:</p> <p>How can plastic pollution impact my physical health?</p>	Students’ responses indicate a clear and accurate understanding of plastic pollution, its causes and its effects

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>use cognitive or social skills to prevent plastic pollution</p>	<p>even after a single use. This causes very high pollution. Plastic bags, plastic bottles, discarded electronic components, toys, etc., clog the water bodies, especially in urban areas. Every year, about 100 million tons of plastic are produced all over the world. Of this, 25 million tons of non-degradable plastic accumulate in the environment.</p> <p>Approximately 70,000 tons of plastic are dumped in the oceans and seas, globally. Some of these are eaten by terrestrial as well as aquatic animals, as they mistake plastic for jellyfish or food. This can cause choking, ultimately leading to their death.</p> <p>Effects of Plastic Pollution</p> <p>Many stray animals end up eating plastic bags and bottles due to improper disposal systems, and this can cause their death.</p> <p>During the rainy season, the plastic rubbish that has fallen on the road gets washed away into the nearby water reservoirs, canals, and drains, causing clogging and overflowing.</p> <p>When dumped in landfills, plastic materials interact with water and form hazardous chemicals. If these compounds seep down towards groundwater aquifers, they degrade the water quality, leading to groundwater pollution.</p> <p>Plastic pollution in marine water bodies leads to innumerable deaths of aquatic animals, which also affects</p>	<p>Journaling/ Creative Expression</p> <p>Project</p>	<p>Students will answer the reflective question: ‘How can I change my behaviour to minimize plastic pollution?’ in their journals and in small groups they will share what they have written. Together they will then create a slogan or a tagline that they will insert in a creative expression (song, dub poem or skit) to encourage each other to reduce plastic pollution.</p> <p>Students will launch a “Reduce Plastic Pollution” campaign within their school community. They will investigate actions that promote the excessive use of plastics and then promote reduction strategies within the school community. Students will be placed in groups to implement and monitor different strategies. They will submit a report to provide feedback after two weeks.</p> <p>Suggested Strategies:</p> <ul style="list-style-type: none"> • Use reusable mesh bags that replace the plastic bags you use for bulk products that are needed in the school’s canteen. • Get a reusable water bottle instead of buying plastic ones and throwing them out. • Use dishes, glasses, and metal silverware instead of their plastic counterparts. • Ban or refuse the use of plastic straws within your school community. • Recycle soda and water bottles, 	<p>Journal entries and creative expressions depict appropriate value/virtue such as consideration or responsibility and willingness to change behaviours to reduce plastic pollution</p> <p>Project activities illustrate effective use of problem-solving, creative thinking or advocacy skill along with appropriate value/virtue e.g. appreciation or concern</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>aquatic plants. Blockage due to plastic accumulation may form breeding grounds for mosquitoes, and other harmful vector insects, which can cause numerous diseases in humans.</p> <p>The quality of drinking water on our planet is deteriorating, as plastic releases toxic chemicals. Burning plastic leads to contamination of the atmosphere, due to the release of poisonous chemicals.</p> <p>Stopping Plastic Pollution We all need to be responsible for protecting our environment by preventing plastic pollution. This can be done in the following ways:</p> <ul style="list-style-type: none"> ✓ Carry a bag for shopping. Even if it is a plastic bag, you will at least not take another bag back to your home. ✓ Keep a few folded bags in your pocket, cars, and bikes while going out. If you buy something, make it a point to use the bags you are carrying with you. Educate and encourage people to carry their own bags. ✓ Read about tips to reduce plastic pollution at home, school and during journeys and put them into practice. The Internet is an awesome source for finding quick ways to eliminate plastic waste. <p>Only a combined effort of the government and its citizens can make a difference.</p>		<p>cleaning products, milk and juice jugs, shampoo bottles, etc. into innovative products.</p>	

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>other containers.</p> <p>These containers can be found in and around our homes, schools, churches, open lots, and other places within our communities. We can control these vectors by doing these preventative measures:</p> <ul style="list-style-type: none"> • Cover all drums, tanks, barrels and buckets that are used to store water. • Get rid of all old tyres, tins, bottles, plastic containers, coconut shells and anything in which rainwater settles. • Cover trash containers to keep out rainwater. • Punch holes in the bottom of tins before placing them in the garbage. • Keep flower pot saucers dry and avoid over-watering potted plants. • Empty and scrub flower vases twice weekly. • Empty and wash pets' water containers twice weekly. • Keep house plants in damp soil instead of water. 	<p>Experiential Activity</p>	<p>Students will organize a Clean-Up Day within their school community or the surrounding community. The day should entail the following:</p> <ul style="list-style-type: none"> • A presentation to the student body and/or community members about the causes and effects of mosquito-borne diseases and illnesses along with preventative measures. • Organized groups cleaning up areas. • Develop and use a checklist to rate the effectiveness of the Clean-Up Day. 	<p>Clean-Up Day activities depict effective use of, problem solving or healthy self-management skill, along with appropriate value/virtue e.g. cleanliness, stewardship or 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, 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.
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6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the 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 5**Theme: Managing the Environment**

Module 3:

Health and Wealth

Unit 1:

Journey to Health and Well-Being

Learning Goals:

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

1. Understand the impact of having a poor-quality environment on personal health and well-being
2. Appreciate the importance of attitudes and values to support health and well-being
3. Apply social skills as active stewards of the environment to support health and well-being

Core Values:

Moral Lenses: 1. Respect for self 2. Respect for others 3. Positive outlook
4. Stewardship/service

Topic 1:**My Environmental Choices; My Health Benefits!****Life Skills:**

Social: Advocacy

Cognitive: Critical thinking, Problem solving

Coping: Healthy Self-management

Values/Virtues:**Commitment, Concern, Stewardship, Responsibility, Respect**

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"> • Explain how our environmental choices may impact our health and well-being • Make environmental choices that support better health benefits for self and others 	<p>A Healthy Environment</p> <p>Key components of a healthy environment include food, water, shelter, sunlight, and air; all of which are dependent on the state of the atmosphere. A healthy environment tends to lead to healthier people.</p> <p>The surroundings in which people live affect their health. The air that we breathe, the water that we drink, and our ability to enjoy the outdoors are all important to our quality of life. Air and water quality, public safety, the houses in which people live, and the availability of parks and green spaces all contribute to an individual's health status.</p>	Brainstorming/ Discussion	<p><i>“What we do to our planet is what we do to ourselves.”</i></p> <p>The quotation above will be written on the board or a chart paper. In small groups, students will discuss their understanding of the quotation and share with the class two examples to clarify their points. While groups share, teacher will write down the salient points that illustrate how environmental choices impact overall health and well-being. Teacher will provide further clarification and examples when recapping the explanations given by students.</p>	Students' responses depict a clear and accurate understanding of how environmental choices can impact the health and well-being of humans

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>Advocate for others to</p> <ul style="list-style-type: none"> ✓ Plant a tree ✓ Recycle/reuse plastics ✓ Practise proper waste disposal ✓ Save water ✓ Use products or services that will produce minimal effects on pollution <p>Remember your environmental choices will impact your health benefits.</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, 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.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the 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 5**Theme: Managing the Environment**

Module 4:

Sustaining My Environment

Unit 1:

Preserving My Environment

Learning Goals:

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

1. Understand practical steps to maintain a sustainable environment
2. Appreciate personal responsibility in reducing environmental health threats in the home, school, community and region
3. Apply appropriate life skills in contributing to a healthy sustainable environment

Core Values:

Moral Lenses: 1. Respect for self 2. Respect for others 3. Positive outlook
4. Stewardship/service

Topic 1:

The 3Rs Rule!

Life Skills:

Social: Advocacy, Refusal

Cognitive: Critical thinking, Decision making, Creative thinking

Coping: Self-awareness

Values/Virtues:

Appreciation, Responsibility, Stewardship, Consideration, Cleanliness, Citizenship

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"> • Explore ways to reduce environmental health threats by applying the 3Rs • Express the importance of practising proper waste management • Demonstrate the ability to use cognitive or 	<p>There are 7 billion people in the world. People use and dispose of many things daily, creating a lot of waste that can damage the environment. We need to find ways to reduce our waste so that we can preserve our environment.</p> <p>Applications of the 3Rs (reduce, reuse and recycle) will contribute to responsible garbage management practices which will promote environmental health and minimize threats such as bacterial infections or the spread of viruses by mosquitoes or rodents.</p> <p>The Three Rs – Reduce, Reuse, Recycle</p>	<p>Survey/ Presentation</p>	<p>Students will watch a video presentation (see link below) titled Reduce, Reuse and Recycle, to enjoy a better life https://www.youtube.com/watch?v=OasbYWF4_S8 or Reduce, Reuse and Recycle https://www.youtube.com/watch?v=IGvfBdvv-zc and will discuss each R – reduce, reuse and recycle.</p> <p>In groups, students will develop a short questionnaire to be used with parents, guardians and neighbours about measures they use to enforce the 3Rs within the home and make predictions regarding the results.</p> <p>In groups, students will select an environmental threat and make</p>	<p>Outputs of the questionnaires and group activity depict critical thinking skills in developing appropriate ways to minimize environmental health threats when applying the 3Rs</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<ul style="list-style-type: none"> ✓ Wash and reuse disposables like plastic cups, plates, utensils, and plastic food storage bags, don't throw them away! ✓ Organize yard sales (books, shoes, toys). <p>Recycling is not impossible! It is very simple. Do not throw away anything that can be recycled! Lots of things (like cans, bottles, paper, and cardboard) can be remade into either the same kind of thing or new products. Making new items from recycled ones also takes less energy and fewer resources than making products from new materials. A list of things an individual may be able to recycle include:</p> <ul style="list-style-type: none"> ✓ Aluminium cans ✓ Cardboard ✓ Magazines/Newspaper/Paper ✓ Plastic Bags/Plastic Bottles ✓ Yard waste (leaves, grass) <p>Maintaining a Sustainable Environment: To reduce or eliminate environmental threats, it is important to practise the Three Rs by reducing or cutting back on the amount of trash we make; reusing or finding a new way to use trash and recycling or using trash to make new goods for personal and commercial use.</p> <p>Some activities that contribute to a sustainable environment are: Going green by creating container</p>		<p>2. "Money is made from paper, paper is made from trees." With this quotation in mind, students will commit to one day without spending any money. All the food they eat will be brought from home. All equipment that they need, will be taken from home, or borrowed from the teacher or peers.</p> <p>Reflective Questions:</p> <p>How difficult or easy was this activity for me?</p> <p>Would I do it again? What lesson have I learned?</p> <p>3. Students will reduce the number of bottles of water they purchase in a week. They will then use the bottle to take drinking water or drink from home to school. They will decide on a recycling project for the bottles.</p> <p>4. Students will plan a clean-up day and use the information gathered to educate peers on possible environmental threats if they do not apply the 3Rs.</p>	

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>gardens from used products like old tyres; using plastic bottles as part of the water system in gardening; planting and maintaining trees for reforestation; separating garbage; participating in Earth Day Fairs, Beach/ Coastal and Park Clean-up events, recycling events; clothes and used books charity drive; E-waste recycling events. This will help reduce the costs of environmental health risks. http://www.globalstewards.org/ecotips.htm</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, 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.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the 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 5**Theme: Managing the Environment**

Module 5:

Sources of Information

Unit 1:

Environmental Resources in Jamaica

Learning Goals:

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

1. Increase knowledge about the local environment through available resources.
2. Appreciate the importance of environmental agencies in protecting the environment.
3. Apply life skills to utilize environmental resources to promote a healthy environment.

Core Values:

Moral Lenses: 1. Respect for self 2. Respect for others 3. Positive outlook
4. Stewardship/service

Topic 1:**Environmental Investigator****Life Skills:**

Social: Communication, Advocacy

Cognitive: Critical thinking, Creative thinking

Coping: Healthy Self-management

Values/Virtues:**Care, Stewardship, Citizenship, Cleanliness, Accountability**

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"> • Investigate sources of factual environmental information • Endorse the services offered by environmental stakeholders • Demonstrate critical thinking skill to create access to 	<p>Sourcing Information It is important to know where to get information to prevent or address environmental problems to ensure we will engage the most suited strategies for resolutions.</p> <p>Protecting the environment is essential for the preservation of life for all living things. Several organizations in Jamaica help with addressing or preventing environmental problems. Some of these organizations also educate the general public about how to handle and prevent some environmental problems.</p> <p>The National Environment and Planning Agency (NEPA) is the lead</p>	<p>Research/ Discussion</p>	<p>Students will, in groups, research and discuss where they can get information and help to address the following environmental problems as suggested below:</p> <ol style="list-style-type: none"> 1. Fish are dying because of water pollution 2. Forrest X has lost most of its trees because citizens of the nearby Community X cut the trees for lumber. 3. Mr Jude's children are now asthmatic because of the poor air quality in their community. 4. Rats and mosquitos are taking over Community Y because of a pile-up of garbage. 	<p>Students' responses depict the proficient application of critical thinking to accurately align sources of information to deal with the varied environmental problems</p>

SAMPLE LESSONS

Subject: Health and Family Life Education	
Theme: Appropriate Eating and Fitness	Grade: 5
Topic: Food Safety	Sub-Topic: Safe Food...Safe Body
Duration: 2 to 3 sessions	
General Objective: Students will understand the relationship between safe food handling principles and healthful living.	
Value: Self-Discipline	
Dominant Life Skill: Healthy Self-management	
<p>Specific Objectives: At the end of the lesson students should be able to:</p> <p>Knowledge: Differentiate between safe and unsafe food handling principles</p> <p>Attitude: Exhibit self-discipline by practising safe food handling techniques to be safe.</p> <p>Skill: Demonstrate steps in the healthy self-management skill in practising safe food handling principles in a manner that shows self-discipline.</p>	
<p>Content Summary:</p> <p>Unsafe Food Handling Principles:</p> <p>Harmful germs or bacteria can be transferred from food to people, from people to food, or from one food to another. These germs can grow quickly at room temperature and are usually invisible. That means food may look okay but still not be safe to eat. One little germ can multiply quickly and contaminate a whole lot of food! Food contamination happens when something gets into food that shouldn't be there.</p> <p>Food Contamination mainly happens through improper food handling principles such as:</p> <ul style="list-style-type: none"> • Not washing hands before preparing meals • Coughing or sneezing over foods • Not storing foods properly and at the correct temperature • Cross-contaminating foods such as mixing raw meat with vegetables • Preparing food on unclean surfaces • Not practising proper personal hygiene (i.e.) bathing/showering, grooming hair and nails. 	

Practising Proper Food Handling Principles:

Food safety means limiting the presence of hazards that may make food harmful to the health of someone. Food safety is about producing, handling, preparing and storing food in such a way as to prevent contamination of food, and to ensure that food quality is maintained to promote good health. Some **safe food handling practices** include:

- Purchase safe foods (buy foods that have been prepared and kept safe and sold by persons who practice visibly good personal hygiene)
- Keep food surfaces clean. Wash all utensils, plates, platters, and cutlery as soon as used.
- Separate raw meats from vegetables.
- Cook food thoroughly, to the appropriate temperature.
- Keep food at safe temperatures, both for serving and storage.
- Use safe water and ingredients to prepare meals.
- Wash hands and surfaces often.

If these practices are observed, then our food will be safe and we will be safe also

Self-Discipline – The value of self-discipline is the ability to make yourself do something even if you don't want to.

Healthy Self-management Skill enables us to maintain health-enhancing decisions from day to day as well as to reach long-term health and wellness goals.

Steps in Healthy Self-management Skill

- Identify behaviours that are good and bad for your health.
- State the consequences of these behaviours.
- Choose the behaviours that will make you healthy.

Resources: Song Chart:

Every little cell in my body is healthy

Every little cell in my body is well

I'm so glad, I feel so good

Every little cell in my body is well (Rep)

Food Safety Chart

value/virtue strip

Life Skill strips

Poster Boards

Crayons

Markers

Methodology:

- ✓ Singing (*Every little cell in my body is healthy*)
- ✓ Think – Pair – Share
- ✓ Discussion
- ✓ Questions and Answers
- ✓ Gallery Walk
- ✓ Poster Creation
- ✓ Letter Writing

Engagement:

- Students will sing the song 'Every little cell in my body is healthy'
- Teacher will share the focus of the lesson by identifying the topic, sub-topic, objectives, dominant life skill and value. Students will be asked to recall the ground rules and their part in making the HFLE lesson fulfilling.

Problem Statement: Very often people become ill from having consumed foods they would have contaminated, sometimes unknowingly.

Exploration:

- Students will do a think-pair-share on how foods help our bodies. They will share as a whole class and then back in their pairs, they will discuss how foods can harm our bodies.
- Teacher will guide the conversation toward the idea of food safety.
- Students will view a *food safety chart* following which they will be engaged in a brief discussion based on the chart. Discussion will be guided by teacher to examine and differentiate between safe and unsafe food handling principles and practices.
- During the discussion, teacher will reinforce the lesson content and will brainstorm the value of self-discipline and safety.
- Students will share randomly what they understand about the concept: self-discipline, teacher will reinforce this value.
- In their pairs, students will share their understanding of food safety and will propose at least four ways in which foods can be kept safe.

Reflective Question: 1. How can exhibiting self-discipline help me to practice food safety principles to keep my body safe?

Explanation/Life Skill Development Activity:

Students will be introduced to the steps in the Healthy Self-management skill to assist them in practising safe food handling techniques. Students will be asked to read the steps from a chart and to record these steps in their books. In groups, students will then be asked to use the steps in the life skill to process how they will choose safe food handling techniques to keep their bodies safe and healthy. Teacher will process each group presentation and will reinforce the steps in healthy management skill and the value, self-discipline.

Reflective Questions to be processed during discussion: 1. What is my understanding of food safety? 2. How can self-discipline help me to practice safe food handling techniques to keep my body safe? 3. How will I practice safe food handling principles?

Elaboration:

- In four small groups, students will be presented with poster boards, crayons and markers. Each group will be assigned a safe food principle (Clean, Separate, Cook, Store). Each group will label their poster boards with their topic/principle.
- Groups will draw a scene that shows both good and poor food handling practices on their specific topic/principle. For example, the '*Clean*' team can draw a child washing his/her hands using soap for good practice before preparing a meal and another scene showing a child cleaning a surface with a dirty sponge for poor practice example.
- Once scenes are finished, each group will hang their posters and students will take a gallery walk in pairs. Each pair will examine posters and then use healthy self-management skill to process which behaviours are good and bad for their health, the consequences of these behaviours and share which behaviours will make them healthy.
- Each group will be allowed time to share how the value and dominant life skill learnt can help them to make the right choices in practising safe food handling principles to be safe.

Evaluation: (Activity to be done for Homework)

Students will request parents' permission to send the teacher a WhatsApp video showing how they practice Healthy Self-management and Self-Discipline in handling foods safely in the home. The video should not be more than 3 minutes. Permission will also be sought from parents to use video in class for peer review based on the rubric provided.

Assessment Questions: Were students able to:-

1. Accurately differentiate between safe and unsafe food handling principles?
2. Effectively exhibit self-discipline?
3. Proficiently demonstrate steps of healthy self-management skill in practising safe food handling principles in a manner that shows self-discipline?

Teacher's Evaluation:

Rubric for Video

Criteria	Excellent	Good	Satisfactory	Unsatisfactory	Total
Life Skill and Value Application and Development	10-9 marks All steps in the healthy self-management skill were appropriately illustrated and application of self-discipline is extremely evident.	8-7 marks Most steps in the healthy self-management skill were appropriately illustrated and application of self-discipline highly evident.	6-5 marks Some steps in the healthy self-management skill were appropriately illustrated and application of self-discipline self-discipline adequately evident.	4-1 mark Few steps in the healthy self-management skill were appropriately illustrated and application of self-discipline was weakly or not evident.	
Format and Ideas	5 marks Video complies with all the requirements of a well-coordinated audio-visual presentation. Ideas were expressed in a clear and organized manner. It was easy to figure out what the video was about.	4 marks Video complies with almost all the requirements of a well-coordinated audio-visual presentation. Ideas were expressed in a very clear manner, but the organization could have been better.	3 marks Video complies with several components of the requirements of a well-coordinated audio-visual presentation. Ideas were somewhat organized but were not very clear. It took several views to figure out what the video was about.	2-1 mark Video complies with less than 55% of the requirements of a well-coordinated audio-visual presentation. The video seemed to be unrelated to the criteria given. It was very difficult to figure out what the video was about.	

Subject: Health and Family Life Education	
Theme: Self and Interpersonal Relationships	Grade: 5
Unit Topic: My Emotions Do Not Control Me	Sub-Topic: My Emotions and Me
Duration: 1 to 2 sessions	
General Objective: For students to understand that it is important to recognize and manage their emotions positively.	
Value: Self-Acceptance	
Dominant Life Skill: Coping with Emotions	
<p>Specific Objectives: At the end of the lesson students should be able to:</p> <p>Knowledge: Distinguish between feelings and emotions.</p> <p>Attitude: Express self-acceptance for the different types of emotions they experience.</p> <p>Skill: Demonstrate the steps in the Coping with Emotions skill through behaviours that promote self-acceptance.</p>	
<p>Content Summary:</p> <p><i>Feelings and Emotions</i> - Feelings are mental experiences of body states, while emotions are physical states resulting from the body's responses to external stimuli.</p> <p><i>Types of Emotions</i> - Many different types of emotions influence how we live and interact with others. At times, it may seem like we are ruled by these emotions. The choices we make, the actions we take, and the perceptions we have are all influenced by the emotions we are experiencing at any given moment. The seven universal emotions are:</p> <ul style="list-style-type: none"> • Anger. ... • Fear. ... • Disgust. ... • Happiness. ... • Sadness. ... • Surprise. ... • Contempt. <p>Having a wide range of emotions in our lives is usually a good thing however, sometimes we have difficulty controlling our emotions, to the point of letting our emotions control our behaviour. Usually, that's not such a good thing. Coping with Emotions skill helps us to manage our emotions.</p>	

Strategies for Managing Emotions

- Be honest with yourself.
- Talk to somebody about your feelings.
- Don't ignore your emotions, they are telling you something.
- If you are having an unpleasant feeling, think of something you can do that will help, and then do it.
- Find positive ways to express anger that are not hurtful to others.
- Remember, whatever you are feeling, you're not alone.
- Try not to get overwhelmed, things usually improve.
- If you do get overwhelmed—ask for help.

Self-Acceptance – The value of self-acceptance is the awareness of one's strengths and weaknesses, capabilities, general worth, and feelings of satisfaction with one's self.

Coping With Emotions Skill

This skill 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.

- Think about how you are feeling now.
- Name the feeling.
- Think about then share what makes you feel this way.
- Talk about the consequences of negative or positive responses.
- Choose positive ways to express your feelings.
- Get help with difficult feelings.

Resources:

Video: Feelings and Emotions Suggested (<https://www.youtube.com/watch?v=3e8nZKvR7po>)

Methodology:

- Roll Call/Checking-in
- Video Watching
- Discussion
- Brainstorming
- Reflection
- Role Play
- Journaling

Engagement

- Students will be engaged in a roll call/checking-in activity where the teacher will call each child's name and the child will respond with an adjective to describe how they were feeling. Teacher will then process responses focusing on the positives and noting the negatives for further attention.
- The focus of the lesson will be stated and the topic, objectives, dominant life skill and value identified. Students will be asked to recall their roles and responsibilities in ensuring a productive HFLE lesson.

Problem Statement: Students at this age and stage of development are sometimes unaware of, and unable to, manage their emotions in a healthy manner, which can result in harm to self and/or others.

Exploration:

Students will watch a video illustration about *feelings* and emotions. (Suggested video: <https://www.youtube.com/watch?v=3e8nZKvR7po> "These Are My Feelings | Kid's Learning Songs | Feelings and Emotions for Children"). Following the video, students will be asked to sit in their small groups, where they will use their dictionaries to define and then discuss the difference between feelings and emotions. Teacher will clarify where needed after each group has shared with the rest of the class.

- Groups will process the video to create a list of emotions they heard in the video illustration. Lists will be shared with the class.
- Students will be guided into recalling the engagement activity; each child will recall his/her state of checking in and try to determine if those were feelings or emotions.
- Students will be asked to share randomly if there is anything wrong with the feelings and emotions that they experience. Students will be made to realize that the different emotions experienced can be challenging to manage. The discussion will be processed along the lines of acceptance of our feelings and emotions and managing them.
- In their small groups, students will brainstorm the meaning of the value of self-acceptance. They will share the importance of this value when dealing with emotions.

Reflective Question:

1. Why do I experience different emotions?
2. How can I manage and accept my emotions?

Explanation/Life Skill Development Activity:

Students will be introduced to the steps in the coping with emotions skill.

Coping With Emotions Skill:

- Think about how you are feeling now.
- Name the feeling.
- Think about then share what makes you feel this way.
- Talk about the consequences of negative or positive responses.
- Choose positive ways to express your feelings.
- Get help with difficult feelings.

They will remain in their small groups to demonstrate the steps in this skill. Each child will be given a balloon and a marker to create a face indicating his/her feelings. They will then use this object to process the steps of the life skill sequentially within their groups. Teacher will guide the process

Reflective Question: *How can I demonstrate self-acceptance in coping with my emotions?*

Elaboration:

Remaining in their groups, students will be asked to demonstrate a role play based on a given scenario:

Scenario

David has been going through a lot of changes at home. When he is in class he remembers all the situations at home and this causes him to experience many different emotions. David does not understand what he is experiencing and he does not understand why he is experiencing them. He does not like what is happening to him and he feels embarrassed that sometimes he is happy and other times sad or confused.

Groups will be allowed 5 minutes to plan. This time will allow groups to use steps in the coping with emotions skill and acceptance value learnt.

Reflective Question: *How can I demonstrate self-acceptance in coping with my emotions?*

Evaluation:

Students will complete journal entries individually in response to the following reflective questions.

Journal/Reflective Questions:

- Do I understand the difference between feelings and emotions?
- How will accepting my emotions help me to cope with them?
- Who can I ask for help to deal with difficult feelings?

NB: Teacher will read entries and make referrals where necessary.

Assessment Questions: Were students able to:-

1. Accurately distinguish between feelings and emotions?
2. Clearly express the importance of self-control in managing their emotions?
3. Effectively demonstrate the steps in the coping with emotions skill to show self-control?

Teacher's Evaluation:

GRADE 6

**SELF & INTERPERSONAL
RELATIONSHIPS**

SELF AND INTERPERSONAL RELATIONSHIPS – Grade 6 – TERM 1

REGIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
<p>RS SI1: Examine the nature of self, family, school, and community and their influences to build strong, healthy relationships.</p>	<ol style="list-style-type: none"> Analyse the influences that impact personal, and social development (media, peers, family, significant others, community, etc.). Identify factors within self which lead to healthy relationships. 	<ol style="list-style-type: none"> Understanding Self 	<ol style="list-style-type: none"> Relationships: Strengthening the Bonds Impact of Media on Self 	<ul style="list-style-type: none"> Bonding with My Family Choosing Friends Wisely Media Influence and My Choices
<p>RS SI2: Acquire coping skills which will enable them to shun behaviours and lifestyles associated with crime, drugs, violence, motor vehicle accidents and other injuries.</p>	<ol style="list-style-type: none"> Develop resilience for coping with adverse situations (death, grief, rejection, and separation). Analyse the impact of alcohol, and other illicit drugs on behaviour and lifestyle. Demonstrate skills to cope with violence at home, school, and in the community. 	<ol style="list-style-type: none"> Coping with Risk and Adversity 	<ol style="list-style-type: none"> Dealing with Conflict Reducing Risky Behaviours 	<ul style="list-style-type: none"> My Emotions Do Not Control Me Dealing Effectively with Conflict Drugs Are Not for Me Preventing Cyber Bullying
<p>RS SI3: 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"> Assess ways in which personal and group efforts can be enhanced by the interactions and contributions of persons of diverse cultural and ethnic groupings. Recognise the value of personal commitment and hard work to the improvement of self, others, and the wider community. Assess how ethnic groups can enhance development in Caribbean groups and individuals e.g. sports and games. 	<ol style="list-style-type: none"> Respect and Tolerance for Self and Others 	<ol style="list-style-type: none"> Commitment to My Community 	<ul style="list-style-type: none"> Volunteerism: I Said I Would

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 resiliency – the capacity to assess, cope, manage and benefit from the various influences that impact on 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.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the 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 6**Theme: Self and Interpersonal Relationships**

Module 1:

Understanding Self

Unit 1:

Relationships – Strengthening the Bonds

Learning Goals:

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

1. Understand how to improve their relationships with family and peers
2. Appreciate the impact of positive relationships on self
3. Develop skills and abilities to strengthen family and peer relationships in a positive manner

Core Values:**Moral Lenses – 1. Respect for self 2. Respect for others 3. Positive outlook
4. Stewardship/service****Topic 1:****Bonding with My Family****Life Skills:**

Social: Assertiveness, Conflict Resolution, Advocacy

Cognitive: Problem solving, Decision making

Coping: Coping with Emotions, Self-awareness

Values/Virtues:**Acceptance, Forgiveness, Respect, Charity, Loyalty, Responsibility, Kindness**

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"> • Explain the importance of family relationships to individual growth • Initiate ways in which they can contribute to building strong relationships within their families • Demonstrate 	<p>Family is the most important influence in a child's life and plays a crucial role in their growth and development. From their first moments of life, children depend on their parents and the rest of the family to protect them and provide for their needs. Parents and family form a child's first relationships. The family should teach children how to function in the world. It should provide love and warmth to all its members. A healthy family gives its members the support they need to make it through life's toughest times.</p> <p>Children are not born knowing how to behave and function in the world. They, therefore, learn these skills through observation of everyday life in</p>	Brainstorming/ Discussion	<p>Students will brainstorm reasons why they think the family is important to their growth and development. In small groups, they will discuss the following questions:</p> <ol style="list-style-type: none"> 1. How do I feel about the relationship I have with my parents/guardians? 2. What are the most important values in my family? 3. How does my family make me feel safe and secure? 4. How do we interact with each other as a family? 5. Who is the most important to me in my family and why? 6. How do my family interactions make me feel? 7. How are my needs being met by my family? 	<p>Students' responses reflect a clear and accurate understanding of the importance of family to individual growth</p> <p>Self-awareness also displayed in the ability of students to identify their attitudes/ feelings/ needs in relation to their family relationships</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>social skills to promote healthy family relationships</p>	<p>the home.</p> <p>Children should understand that the family plays a vital role in their personal growth and upbringing. The family is responsible for shaping the child and developing their values and skills, as well as how they are socialized and their sense of security. A strong foundation provided by the family will enable and empower children to become healthy individuals.</p> <p>Values Families are responsible for teaching children what is right and wrong. Children should learn important values such as honesty, respect, responsibility, love and many others not just through explanations, but families should also give children tasks that will enable them to learn these values. These values should also be modelled in the home as children look up to their families as role models.</p> <p>Skills While language and motor skills are important, families must support the development of emotional skills in children. Emotional skills such as self-awareness, coping with emotions, coping with stress, healthy self-management as well as how to empathize, sympathize and show compassion to others, are also important to child development so that they can build healthy relationships</p>	<p>Case Scenarios/ Role Play</p>	<p>8. What lessons have I learnt from my family that have helped to shape the way I think? 9. If I could improve one thing about my family, what would that be? 10. How have relationships in my family impacted my relationship with others, e.g. peers?</p> <p>Students will share their responses to each question. Teacher will ask students to identify common words, phrases or themes that summarize the responses to each question and teacher will write these on the board and facilitate discussion. Based on the words, phrases and themes discussed students will explain the importance of the family in the growth and development of children.</p> <p>In groups, students will be given a case scenario to role-play how they will help the family resolve a situation negatively impacting strong family relationships:</p> <p>Case Scenario Examples: <i>Sam is a middle child and feels that he does not get enough attention from his parents like his siblings. His older brother is favoured by his father as they love to play football together; Sam hates football. His baby sister takes up all his mother's attention. Sam feels hurt and angry. Role-play what Sam should do to express his feelings to his family.</i></p> <p><i>Marissa is an only child living with her father and stepmother. Before her father got married, Marissa and he usually spent</i></p>	<p>Role plays effectively illustrate steps in assertiveness, problem solving or conflict resolution skill in building strong relationships along with appropriate value virtue e.g. forgiveness, respect or kindness</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>with family members and peers. If children understand their feelings and learn the skills to cope with different emotions, they will be better able to respond to those feelings in a manner that supports healthy relationships.</p> <p>Socialization The family is the first social group for any child. Therefore how persons are treated in that social group can strongly influence how a child will treat others. Strong family bonds will teach children how to trust, develop friendships with others and lean on others for support. It is important for the family to teach children how to interact with people face-to-face so that they understand body language and cues from tone of voice. In a world where text messaging has become the norm, the home is the first place where this will be learnt.</p> <p>Security The home should provide a sense of security for the child where he/she knows that no matter what, the home will always be that safe, secure, open environment that allows them to express themselves fully. A family's responsibility is to provide security in the home through structure and consistency that can be achieved through scheduling of basic tasks such as eating, bathing and sleeping, so children know and feel comfortable that their basic needs are being met.</p> <p>A child who feels secure will trust</p>	<p>Letter writing/ Journaling</p>	<p><i>a lot of time together which they used to call "D/D Moments" (Dad/Daughter). Those moments have stopped as her stepmother is involved in all the activities that they do together. Marissa loves her stepmother but misses "D/D Moments" as it created a special bond between her and her father. She is afraid to let her father know as she feels her stepmother's feelings will be hurt. Role-play what Marissa should do to get back the family ritual between her and her father.</i></p> <p>Students will engage in a reflective session guided by the following questions:</p> <ol style="list-style-type: none"> 1. How can I contribute to a happy family life? 2. What activities can my family engage in to build a stronger family bond? 3. How can my family resolve conflicts in an amicable manner? <p>Students will write a letter to one or more family members with whom they may have disagreed, need to build a better relationship or express their concerns about how family interactions/relationships have impacted them.</p> <p>They will express their feelings about the disagreement/situation and what should be done to resolve the issue(s) amicably. Students will give the letter to the family member. In their journals, they will share how the matter was resolved, what actions they took, the response of the family member and how they feel about the situation.</p>	<p>Letters reflect effective use of the steps in anger management, assertiveness, or conflict resolution skill, along with appropriate value/virtue, e.g. charity, forgiveness, loyalty or responsibility, in building healthy family relationships</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>their family and will therefore be more comfortable in learning how to trust others and establish healthy relationships. Key characteristics that help to develop security are dependability, consistency, respectfulness and responsiveness.</p> <p>Building Strong Family Relationships</p> <p>Healthy families have good communication. Healthy families have open lines of communication -- where all family members feel heard and respected. One of the best ways to strengthen your family is to increase your listening skills and those of other family members. Until we can hear each other, we cannot build strong relationships.</p> <p>Encourage all family members to share their thoughts and feelings. Healthy families allow all family members -- no matter how young or small -- to talk about their thoughts and feelings. This does not mean that members are not respectful of one another, but rather that feelings and ideas are respected.</p> <p>Everyone should be expected to express themselves in appropriate ways, such as with "I" messages. When people feel heard and respected, they feel better about themselves, are more open to solving problems, and are more likely to allow others to express themselves.</p>	Portfolio	<p>Students will create a portfolio that depicts the importance of their families in their daily lives and development. They should include the following in the portfolio:</p> <ul style="list-style-type: none"> • A family tree and pictures showing members of their immediate and/or current family. • For each person identified on the tree, students will state how this person has contributed to his/her development. • Why their family is important to them. • Actions they have taken to support healthy family relationships and what attitudes/behaviours they need to change to promote and support healthy family relationships. <p>Students will also create posters or other material or prepare speeches promoting healthy family relationships and what families should do to support the healthy development of children.</p> <p>Teacher will allow each student to share some aspects (depending on class size) of his/her portfolio in "Show and Tell". Posters and materials will also be displayed. Speeches will be performed at devotion or other events during Child Month.</p>	<p>Portfolios reflect self-awareness in identifying feelings about family members and their importance and attitudes/ behaviours they need to change to support healthy family relationships</p> <p>Posters and speeches reflect effective use of the steps in advocacy skill, along with appropriate value/ virtue e.g. respect or kindness, to promote healthy family relationships</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>Healthy families spend time together. Family rituals can offer a set time for families to get together and give each other the attention needed. A family ritual is simply an activity that a family does regularly. This can mean having dinner together, celebrating a holiday together, going to church together, or going for a walk together. Family rituals help define who we are as a family. It allows time for the family to get together, share experiences and reconnect with each other.</p> <p>Healthy families handle their conflicts fairly. All families have conflict – it’s a natural part of human relationships. Strong families can work through things they disagree about by focusing on solving the problems, rather than tearing each other down.</p> <p>Healthy families develop trust. Strong, healthy families recognize the importance of developing trust. Trust is the glue that holds relationships together.</p>			

GRADE 6**Theme: Self and Interpersonal Relationships****Topic 2:****Choosing Friends Wisely****Life Skills:**

Social: Communication, Assertiveness

Cognitive: Creative thinking, Critical thinking, Decision making

Coping: Self-awareness

Values/Virtues:**Loyalty, Cooperation, Honesty, Respect, Care, Integrity, Authenticity**

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"> Assess the qualities and positive influences of a friend Explain how friendships can positively or negatively influence one's behaviour Justify the importance of choosing friends with good qualities Demonstrate cognitive skills to choose and establish positive friendships 	<p>The ability to choose good friends is an invaluable skill for children. The friends that children select will dramatically influence their character, their choices, their interests, their conduct and the direction of their lives.</p> <p>Sometimes children are passive in their selection of friends. They often form friendships simply by proximity or coincidence. Children need to more be intentional and thoughtful when it comes to establishing friendships.</p> <p>How to Choose a Positive Friend</p> <p>To have friends you must be a friend. Here are some of the ways friends treat each other:</p> <ul style="list-style-type: none"> ✓ Friends listen to each other. ✓ Friends try to understand each other's feelings and moods. ✓ Friends help each other solve problems. ✓ Friends give each other compliments. ✓ Friends can disagree without 	<p>Word Web/ Discussion</p>	<p>Students will think about the qualities of a friend:</p> <ol style="list-style-type: none"> A word web will be placed on the board or cartridge paper. The word friend will be written in the centre. Flowing from the word friend, the words positive and negative will also be written. In groups, students will list positive qualities and influences and negative qualities and influences of friends. These will be recorded on strips of paper. Groups will present their qualities to the class using one of the two starting phrases, "I want my friend to..." or "I don't want my friend to....." They will place their responses at an appropriate place on the word web. <p>A follow-up discussion will be conducted using the following questions:</p> <ol style="list-style-type: none"> Why do you want a friend with positive qualities? Why should you avoid negative influences? 	<p>Students' responses indicate a clear and accurate understanding of the qualities and positive influences of a friend</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>the friend</p> <p>Avoiding Negative Experiences in Friendships</p> <p>Talk to your friend Communicating with someone who has upset you or is a negative influence can be hard, but you will have to try, or they will keep treating you the same way. By talking to them, you are showing you care about yourself and them.</p> <p>End the friendship. If your friend continues to drain you, stress you out, or remain a negative influence on you, end the relationship. You cannot force them to change, but you also must respect yourself and listen to your needs. Let your friend know that you are ending the friendship not because of who they are as a person, but because of their actions and how they have made you feel.</p>		<p>descriptors received and use the steps of decision making to select who will be their friend. The teacher as the game show host will ask each group to explain the process of selecting a good friend by doing the following:</p> <ul style="list-style-type: none"> • Group members assigned the descriptors will read or briefly illustrate the description • Using the second step of decision making the other group members will state the options and consequences of choosing that friend. • Based on the reasons given, students will select their friends. <p>Examples of Descriptors:</p> <p>Friend #1: This person is very popular in school because of sports. Everyone wants to be his/her friend but you find that they are very mean-spirited and bully the younger students a lot.</p> <p>Friend #2: This person is also very popular and is a straight-A student. He/she is involved in several clubs at school and is always advocating for changes to make the school better.</p> <p>Friend #3: This friend is always talking badly of others, even persons in the same social circle. He/She smiles and pretends to care but only speaks to you when they need money.</p> <p>Friend #4: This friend is not the most liked person in the class but is very caring towards you and others, especially when you are hurt. He/she always checks in on you if you are okay, gives good advice</p>	<p>positive friendships</p> <p>Appropriate value/virtue e.g. care, respect or integrity in choosing positive friendships displayed</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
			<p>and you usually have fun together.</p> <p>Students will engage in a reflective session in their journals guided by the following questions:</p> <ol style="list-style-type: none"> 1. Is it difficult for me to choose to do the right thing when my friends are around and why? 2. How can I become more responsible in choosing good friends? 3. How do my current friends influence me? 4. What do I need to do to be a better friend/choose better friends? 	

GRADE 6**Theme: Self and Interpersonal Relationships**

Module 1:

Exploring Self and Relationships

Unit 2:

Impact of Media on Self

Learning Goals:

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

1. Understanding the influence of media on self
2. Choose healthy media that will positively impact character development
3. Apply appropriate skills to guard against media influences that may negatively impact their personal choices

Core Values:

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

Topic 1:

Media Influence and My Choices

Life Skills:

Social: Refusal, Negotiation

Cognitive: Critical thinking, Decision making

Coping: Self-awareness

Values/Virtues:

Alertness, Self-restraint, Moderation, Fortitude

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"> • Examine positive and negative influences of the media on personal choices, attitudes and beliefs • Assess media content for information and misinformation • Propose 	<p>Media are communication channels through which news, entertainment, education, data, or promotional messages are disseminated. Books and magazines, movies and television programs, computer programmes, and internet websites and services are all examples of media, as are the computers, mobile phones and speciality devices used to access these services.</p> <p>In various formats, media have influenced children’s development for hundreds of years. However, recent decades have witnessed an explosion of new media technologies and the rapid adoption of these technologies such as the internet and cellular phones.</p>	ICT/Discussion	<p>Students will watch a video ‘Media’s Influence on Us’ and then discuss their views on how the media influences the attitudes, beliefs and behaviours of persons. https://www.safefood.eu/Education/Primary-(ROI)/MediaWise/Medias_influence_5_6.aspx</p> <p>They will be given a variety of advertisements, news items, etc. from newspapers, books, magazines, radio, television and other sources to analyse in groups. They will review their advertisement and identify the positive or negative messages being communicated. Students will share with the class and explain how each message can influence a person’s attitude, beliefs and behaviour. Teacher will clarify and provide</p>	Responses reflect a clear and accurate understanding of how media can influence personal choices, attitudes and beliefs

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>contribute to the development of eating disorders like anorexia and bulimia.</p> <p>Promulgate Misinformation Media can also provide misinformation, which is false or inaccurate information or 'fake news' which is often intended to mislead or deceive the public. Different forms of media can have different agendas. Some websites create new stories to grab the attention of large viewers who will continue to share the stories. More visitors to the website means more money for these people. Persons must therefore be able to distinguish between real and 'fake news.'</p> <p>Promote violence: Sometimes violence in video games, movies and other television programmes can influence adolescents to act violently. Teenagers spend several hours every day watching these scenes. In some instances, violence becomes their reality. Some teenagers are unable to distinguish between reality and fantasy. This makes violence normal for them.</p> <p>Risky Behaviours: Sexuality is a normal part of a child's development. The media can negatively influence a child's sexuality and influence a child to engage in risky behaviours.</p>	<p>Checklist/ Journaling</p>	<p>influence of media on themselves that they have identified. They will present and discuss the appropriateness of each strategy. Teacher will provide feedback as necessary.</p> <p>Students will create a checklist of all the strategies that can be used to reduce negative influences from the various forms of media. Media should include music as well as social media.</p> <p>Students will review the checklist and identify the strategies that would be most suitable for them based on the media that influences them the most. Students will practise implementing the strategies in their daily lives. They will record the progress in their journals, noting challenges and any further actions they can take to overcome these. They will share how the strategies have helped them to resist negative influences from the media on personal choices.</p> <p>Reflective Questions:</p> <p>How have I used the strategies to resist any negative influence from the media?</p> <p>What help do I need to resist negative influences from the media?</p>	<p>Journaling reflects effective use of the steps in refusal, negotiation, decision making or critical thinking skill, along with appropriate value/ virtue e.g. self-restraint, wisdom or fortitude, to resist negative influences from the media on personal choices</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>Sometimes the media portrays risky behaviours without responsibility or consequence. This can lead to irresponsible sexual behaviour, unwanted pregnancies and STIs. Other risky behaviours include:</p> <ul style="list-style-type: none"> i. Smoking, drinking alcohol and misuse of other substances ii. Physical Inactivity - hours of media usage means hours of inactivity. This may lead to obesity and other health risks. iii. Poor academic achievement - when children do not balance time spent on media with time spent on schoolwork, their academic performance can suffer. <p>Helping Children Balance Media Influence</p> <p>A wide range of activities is important for children’s development. These include physical and creative activities as well as activities that involve real-life interactions with people and promote relationships. Children should be introduced to positive role models/mentors. Ways to do this include joining local community groups, sporting clubs or mentoring programmes.</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

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 resiliency – the capacity to assess, cope, manage and benefit from the various influences that impact on relationships.

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.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the 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, Science

GRADE 6**Theme: Self and Interpersonal Relationships**

Module 2:

Coping with Risk and Adversity

Unit 1:

Dealing with Conflict

Learning Goals:

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

1. Be aware of strategies to cope with adverse situations
2. Value the importance of managing their emotions
3. Apply skills to cope with violence at home, school, and in the community

Core Values:

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

Topic 1:**My Emotions Do Not Control Me****Life Skills:**

Social: Communication

Cognitive: Decision making

Coping: Coping with emotions, Coping with stress, Healthy Self-management

Values/Virtues:**Respect, Peace, Kindness, Self-control, Tranquillity**

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"> • Assess factors or situations that trigger their emotions • Analyse the appropriateness of their actions in emotional situations • Modify their actions to effectively deal with their 	<p>Coping with emotions is the ability to recognize a range of feelings in ourselves and others and to respond appropriately, avoiding acting out in ways that may harm self and others.</p> <p>Emotions are normal; they form part of the human experience and are triggered by different events in our lives.</p> <p>While we may not have control over our emotions, how we manage the feelings we experience (because of our emotions) is within our control. This can be achieved by learning to manage our emotions.</p> <p>Children can:</p>	<p>Think-Pair-Share</p>	<p>Students will work in pairs to discuss how they would feel in each of the following situations. Each pair will share with the class</p> <p>How would you feel if:</p> <ol style="list-style-type: none"> i. you were placed in a school where you didn't know anyone? ii. your best friend stopped talking to you? iii. you were being teased and bullied all the time? iv. a family member got injured in a car accident? iv. you lost a parent/grandparent or sibling? vi. you are blamed for something you didn't do? vii. you worked hard but did not get the 	<p>Students' responses reflect a clear and accurate understanding of situations or factors that trigger emotions</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>emotions</p> <ul style="list-style-type: none"> • Demonstrate coping skills to appropriately handle situations that trigger difficult emotions 	<ul style="list-style-type: none"> ✓ Write what they are feeling ✓ Talk about their feelings with someone whom they trust ✓ Engage in activities that allow them to express themselves ✓ Draw what they are feeling ✓ Exercise ✓ Listen to music ✓ Meditate <p>Some steps in managing situations include:</p> <ul style="list-style-type: none"> ✓ Identify the difficult situation ✓ Get information about the situation ✓ Recognize that certain situations cannot be prevented but you can choose positive ways to deal with those situations ✓ Find the lesson in the situation ✓ Recognize your feelings about the situation ✓ Write down your thoughts and feelings ✓ Recognize the signs of grieving ✓ Do deep breathing exercises ✓ Engage in activities that you enjoy such as caring for pets, listening to music, dancing, playing sports and reading ✓ Look at positive ways of responding to the situation ✓ Seek support from a parent/guardian or a guidance counsellor 	<p>Response sheets/ Discussion</p>	<p>grade you wanted? viii. you think someone has been unfair to you?</p> <p>Pairs will record each other's responses and share them with the class.</p> <p>Based on the discussion students will then create a concept map on the board to show the factors/situations that trigger emotions. The concept map should clearly outline which emotions are triggered in each situation. Teacher will provide feedback and clarify where necessary.</p> <p>On a sheet of paper, students will write what action they would take in each situation below. These will be collected. Individually, they will complete the following "What Do I Do When" handout (names do not have to be written on the sheet):</p> <ol style="list-style-type: none"> 1. When I feel sad I _____ 2. When I feel angry I _____ 3. When I am afraid I _____ 4. When I feel miserable I _____ 5. When I feel lonely I _____ 6. When I feel embarrassed I _____ 7. When I feel nervous I _____ 8. When I feel happy I _____ 9. When I feel disappointed I _____ 10. When I feel pressured I _____ <p>For each item, they will rate their action(s) as safe or unsafe. Answer sheets will be collected for class discussion, in which the class will also rate the behaviours. In their journals, students will express how they feel about how they manage their</p>	<p>Students' responses reflect appropriate value/virtue e.g. self-control or tranquillity and effective use of self-awareness skill by their ability to identify their behaviours in response to each feeling and behaviours they can improve</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
		Journaling	<p>emotions. Teacher will ask the following reflective questions and students will share their responses.</p> <ul style="list-style-type: none"> • How do I feel about how I manage my emotions? • What can I do to cope with my emotions in a positive way? <p>Students will review the responses to the 'What Do I Do When' handout that are rated as unsafe or unhealthy. In small groups, they will propose alternative strategies for coping with the various emotions or situations. They will share with the class for feedback. Students will then create a 'What Will I do When' handout using the same questions as before. They will complete the handout and, in their journals, they will make a commitment entry sharing how they will improve their coping abilities. They will monitor their actions and report on their progress.</p>	<p>Journal entries reflect effective application of steps in healthy self-management, coping with stress or coping with emotions skill, along with appropriate value/virtue e.g. respect or peace, to appropriately handle situations that trigger difficult emotions</p>

GRADE 6

Theme: Self and Interpersonal Relationships

Topic 2:

Dealing Effectively with Conflict

Life Skills:

Social: Conflict resolution
 Cognitive: Problem solving, Negotiation
 Coping: Self-awareness, Healthy Self-management, Anger Management

Values/Virtues:

Fairness, Self-control, Understanding, Peace, Respect, Compassion

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"> Investigate the causes and effects of conflicts Differentiate between healthy and unhealthy ways to respond to conflicts Justify the need to practise conflict resolution strategies to prevent violence Practise behaviours necessary for conflict resolution Display the ability to use 	<p>Conflict is a normal part of everyday life as persons will not always agree on everything. The important thing when a conflict arises is how to resolve the issue in a way that does not cause harm to either party. When conflicts are handled in a respectful, positive way, this allows people to bond and strengthen their relationships.</p> <p>Causes of Conflict Conflicts often occur when persons disagree on beliefs, ideas, approaches to solve problems and their desires. Understanding the needs of others and being open to listening to the points of view of another are critical to conflict resolution.</p> <p>Before one can resolve a conflict it is important to remember the following:</p> <ul style="list-style-type: none"> Conflict is more than a disagreement as sometimes persons may see the conflict as a threat whether or not this is the actual case. Conflicts when not resolved tend to result in a build-up of emotions. 	<p>Interviews/ Graphic organizers</p> <p>Game</p>	<p>In pairs, students will interview their classmates to identify the causes and effects of conflicts. Students will share situations in which they observed or experienced conflict with family or friends; they will outline the cause of the conflict, what happened as a result of the conflict, the persons impacted by the conflict and how the conflict was resolved. Students will record the information and present it in the form of a graphic organizer.</p> <p>The signs 'Healthy Ways to Resolve Conflicts' and 'Unhealthy Ways to Resolve Conflicts' will be posted on the board. Students will receive the following and place them under the correct sign. They will also add to the list.</p> <ul style="list-style-type: none"> The ability to empathize with others Inability to recognize and respond to things that others find important Calm, non-defensive and respectful reactions Explosive, aggressive, angry hurtful, resentful reactions Willingness to forgive, forget and move 	<p>Graphic organizers reflect a clear and accurate understanding of the causes and effects of conflict</p> <p>Students' responses reflect an ability to accurately distinguish between healthy and unhealthy ways to respond to conflicts</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>social skills in difficult situations to resolve conflicts</p>	<ul style="list-style-type: none"> • People respond to conflicts based on how they see the situation, their life experiences, values and beliefs. • Conflicts usually trigger very strong emotions. Persons who understand their emotions are usually better able to respond appropriately in situations of conflict. • How we view conflicts can affect our ability to resolve them healthily. If we see conflicts as threatening or we are fearful of conflicts then we are more likely to manage them in an unhealthy manner. <p>Effects of Conflict Conflicts can have both positive and negative effects. Negative effects include:</p> <ul style="list-style-type: none"> ✓ Anger and resentment towards persons ✓ Misconceptions ✓ Distrust ✓ Withdrawal from peer group ✓ Stress ✓ Low self-esteem ✓ Lack of motivation <p>Positive effects of conflicts include:</p> <ul style="list-style-type: none"> ✓ Provides an opportunity for issues to surface and for persons to express their feelings ✓ Encourages dialogue ✓ Raises awareness of a person's needs 	<p>Forced Debate</p> <p>Role Play</p>	<p>on from the conflict without harbouring feelings of resentment</p> <ul style="list-style-type: none"> • Withdrawal of love and affection from the person causing isolation, shame, rejection, fear and abandonment • Ability to compromise and meet each other halfway • Inability to compromise or see the other person's point of view • A belief that it is best to resolve the conflict head-on • Feeling fearful and expecting that there is no resolution to the conflict <p>Students will be divided into pairs to conduct a short debate on the moot, "Resolving conflicts peacefully will address the issue of violence in schools."</p> <p>Students will identify real cases that have caused conflicts among students in their school. In groups, they will be assigned one of the cases, along with a conflict resolution strategy, to role-play how to respond appropriately to the situation. Students will be assessed by their peers.</p>	<p>Arguments illustrate competence in the use of steps in critical thinking skill to justify the need to practise conflict resolution and appropriate value/virtue e.g. respect, understanding or compassion</p> <p>Role-plays should effectively illustrate steps in conflict resolution or anger management skill and appropriate value/virtue e.g. forgiveness, respect or kindness</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>✓ Strengthens relationships (if resolved positively)</p> <p>Finding alternatives We can often find alternative ways of resolving conflicts without being physical or violent. These include:</p> <ul style="list-style-type: none"> ✓ negotiating - listen to the other person's point of view and discuss each other's positions and needs ✓ compromising - meeting halfway ✓ taking turns - splitting the time evenly ✓ active listening - making a conscious effort to understand what is being said ✓ apologizing. ✓ getting help. <p>Getting help There are persons at school and in the community such as a guidance counsellor or pastor, who can help students to resolve conflicts healthily.</p>	<p>Journaling</p>	<p>Using the steps in conflict resolution skill and other conflict resolution strategies, students will create a checklist to assess their ability to resolve conflicts at home and with their peers. Using the checklist, they will monitor their behaviour and record their experiences in their journals. They will include what they think they can do better to minimize their contribution to conflicts and amicably resolve them. Students will reflect on the following questions:</p> <ul style="list-style-type: none"> • What are the factors that trigger me and cause conflicts with others? • How can I respond positively in situations of conflict? • What am I willing to do to practise conflict resolution strategies to improve my relationship with others? 	<p>Journal entries reflect effective application of steps in conflict resolution skill, along with appropriate value/virtue e.g. respect, fairness or forgiveness, in difficult situations to resolve conflicts</p>

GRADE 6**Theme: Self and Interpersonal Relationships**

Module 2:

Coping with Risk and Adversity

Unit 2:

Reducing Risky Behaviours

Learning Goals:

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

1. Understand the impact of alcohol and other illegal substances on behaviour and lifestyle choices
2. Appreciate the need to reduce their vulnerability to behaviours that can put them at risk
3. Apply skills to prevent their involvement in behaviours and lifestyles associated with harmful substances and violence

Core Values:

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

Topic 1:

Harmful Substances are Not for Me

Life Skills:

Social: Refusal, Assertiveness, Negotiation

Cognitive: Decision making

Coping: Self-awareness, Healthy Self-management

Values/Virtues:

Clear thinking, Morals, Integrity, Wisdom, Reason

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"> • Examine the harmful effects of substances on the body • Assess the influence of the media, peers and family on their beliefs about drugs • Practise behaviours that will reduce their 	<p>Using drugs such as alcohol, cigarettes and ganja (marijuana) can have negative and long-lasting implications. These effects often depend on the substance, amount and duration of use, as well as the person's health and other factors.</p> <p>Alcohol: Excessive alcohol use can affect every system of the body and can have devastating effects on the family, job performance, society and public safety.</p> <p>Reactions can range from relaxation and euphoria to withdrawal and violence.</p>	<p>Research/ICT/ Discussion/ Creative Arts</p> <p>Discussion</p>	<p>Students will be divided into groups to use the internet and any other source to research the effects of cigarettes, alcohol and marijuana on the body. They will illustrate the effects using pictures, real cases and videos of testimonials where possible. Students will use ICT to present the findings of their research.</p> <p>Students will work together in groups to discuss and record what they have learned about drugs from their family, friends, members of the community and the media. Each group will be assigned a different substance; they will discuss the accuracy of the messages and how they have been influenced by the messages</p>	<p>Presentations reflect a clear and accurate understanding of the harmful effects of substances on the body</p> <p>Students' responses reflect self-awareness by their ability to identify their beliefs about drugs and how they have been influenced by the</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>risk of substance misuse</p> <ul style="list-style-type: none"> Demonstrate social skills to help prevent drug use among their peers 	<p>Tobacco: Smoked, chewed or inhaled through second-hand smoke, tobacco constitutes a public health hazard. Tobacco contains 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>Ganja (Marijuana): While Ganja (Marijuana) smoke does not contain the same carcinogenic compounds found in tobacco smoke it is still harmful to children as it can significantly affect brain development and body functions.</p> <p>In some instances, the short-term effects of drugs can range from:</p> <ul style="list-style-type: none"> Appetite (increase/ decrease) Insomnia Increased heart rate Increased blood pressure Change in mood Heart attack Stroke Psychosis <p>Longer-term effects can include:</p> <ul style="list-style-type: none"> Heart or lung disease Cancer Mental illness Risky sexual practices that may lead to STIs <p>Long-term drug use can also lead to addiction.</p>	<p>Role Play</p>	<p>received. Guiding questions:</p> <ul style="list-style-type: none"> What have you heard about alcohol, cigarettes and marijuana from your family, peers, church, social media, television, radio and music videos? What do you believe about these drugs from what you have heard? How have these messages influenced how you feel about these substances? Knowing the harmful effects of drugs would you use them? Why? <p>Students will role-play how they would avoid using drugs in the following scenarios:</p> <p><i>One of your brother's older friends brought some pills with him to the house and asked your brother to keep them. One of your friends finds the pills and wants all of you to try them as they think it will make you both 'happy'. All your friends agree.</i></p> <p><i>You are home alone and your dad's pack of cigarettes is left on the table. Your sibling decides to try it.</i></p> <p><i>You are in a group of friends after school and one of your friends comes to the hangout spot with a bottle of beer he/she bought from the vendor. Everyone decides to drink.</i></p> <p><i>You are on the corner with peers from your community, some of whom are older than you. You are in a bad mood today and they offer you a 'spliff' to feel better.</i></p>	<p>media, their peers and family</p> <p>Role play depicts effective use of the steps in assertiveness, negotiation, decision making, healthy self-management or refusal skill and appropriate value/virtue e.g. self-control or wisdom</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
		Creative Arts	<p>Note: Students should only role-play their response in each situation.</p> <p>Students will develop a campaign to encourage their peers to stay away from drugs. They will develop a tagline, posters, brochures, skits and other creative pieces such as songs or dub poetry to target their peers as well as parents.</p>	Creative arts pieces depict effective use of the steps in advocacy skill, and appropriate value/ virtue e.g. self-restraint, morals or integrity to promote awareness of the effects of drugs and encourage peers to refuse to use drugs

GRADE 6

Theme: Self and Interpersonal Relationships

Topic 2:

Preventing Cyberbullying

Life Skills:

Social: Advocacy

Cognitive: Problem solving, Decision making

Coping: Self-awareness

Values/Virtues:

Integrity, Decency, Compassion, Courage, Respect, Goodness

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"> • Assess ways in which cyber-bullying can affect an individual • Initiate actions that will reduce and prevent cyber-bullying • Demonstrate the ability to use social skills to prevent cyber-bullying 	<p>Cyberspace We live in a technology-driven world that allows us to communicate with people locally and globally.</p> <p>Cyberspace refers to the virtual computer world which uses an electronic medium to form a global computer network to facilitate online communication. All technology gadgets such as tablets, laptops and phones are made to access the web, share information and connect with people within seconds.</p> <p>What is Cyberbullying? Cyberbullying is the act of intentionally causing harm to others using electronic communication, typically by sending messages, photos or videos that are threatening or coercive. It also includes sending posting or sharing negative, harmful, false or mean content about someone else.</p> <p>It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying</p>	<p>ICT/Discussion</p> <p>Role Play</p>	<p>Students will watch excerpts depicting the effects of cyberbullying from the movie “Cyber Bully” available at: https://www.youtube.com/watch?v=2VfRxxUO12o</p> <p>A guided discussion will be facilitated using the following questions:</p> <ol style="list-style-type: none"> 1. What are the emotions expressed in the following areas in the movie? <ol style="list-style-type: none"> a. Classroom b. Bathroom at school c. Bedroom 2. Discuss ways the character displayed her emotions. 3. Describe other ways in which cyberbullying can affect individuals. <p>Students will be placed in groups to review real cases of cyberbullying from the following website: https://www.familyorbit.com/blog/real-life-cyberbullying-horror-stories/ They will discuss the cases and identify strategies that they would take to prevent/address cyberbullying if they were the student being bullied or someone witnessing the cyberbullying. Students will create role-plays to illustrate the</p>	<p>Students’ responses depict a clear and accurate understanding of different ways that cyberbullying can affect an individual</p> <p>Role-plays reflect effective use of the steps in problem solving or decision making skill along with appropriate value/virtue e.g. respect, decency or compassion</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>crosses the line into unlawful or criminal behaviour (https://www.stopbullying.gov/cyberbullying/what-is-it).</p> <p>Cyberbullies act alone or in groups and usually target children who are isolated or are different from their peers.</p> <p>Cyberbullying usually occurs on or via the following mediums:</p> <ul style="list-style-type: none"> • Social media platforms such as Facebook, Instagram, Twitter and others • Text messaging • Email • Chat forums • Gaming apps <p>Effects of Cyber-bullying</p> <p>Students who are bullied are more likely to:</p> <ul style="list-style-type: none"> • feel disconnected • experience a decline in academic outcomes • attend school less often • complete fewer assignments • have few or no friendships at school/home • be socially withdrawn • have low self-esteem • have depression, anxiety, feelings of loneliness and isolation • have nightmares • feel wary or suspicious of others • have an increased risk of substance abuse • higher risk of suicide 	<p>Project</p>	<p>strategies. Students however should not role-play the act of bullying but only their response to the situation. The following questions will be used to guide the development of the role play:</p> <ol style="list-style-type: none"> 1. What can I do if I am being cyber-bullied? 2. What can I do if I see a person being cyber-bullied? 3. Who is the best person to help you if you are being cyber-bullied? 4. What actions can I take to prevent/stop cyberbullying among my peers? <p>Students will work together to launch a campaign against cyberbullying. First, they will reflect on the following questions and write a pledge to protect themselves and others from cyberbullying.</p> <p>Reflective Questions:</p> <ul style="list-style-type: none"> • How would I feel if I was cyber-bullied by my close friend? • What can I do if I know someone who has been cyber-bullied? • How can I prevent cyberbullying if I know it was being planned before it occurred? <p>They will record themselves reciting the pledge and create a video for the campaign. Next, in pairs, they will use memes, blogs or video diaries to raise awareness of the negative impact of cyber-bullying and promote steps adolescents can take to prevent cyber-bullying. The teacher will upload students' pieces on the school's Facebook page or</p>	<p>Campaign reflects effective use of the steps in advocacy skill, appropriate strategies to prevent/stop cyberbullying, creativity in design of key messages as well as appropriate value/virtue e.g. integrity, decency or goodness</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>Strategies to handle cyberbullying</p> <ol style="list-style-type: none"> 1. Never respond: Do not reply to anything that has been said or retaliate by returning the bully's threats or insults. 2. Keep Evidence: Take a screenshot of anything that you think could be cyber-bullying and keep a record of it on your computer. 3. Block and report: Block and report the offending user/s to the appropriate social media platform. 4. Talk about it: Talking to somebody about bullying not only helps you seek support but it documents evidence. 5. Report it: If you are experiencing cyberbullying from somebody you go to school with, report it to a teacher. <p>If somebody is threatening you, giving out your personal information or making you fear for your safety, contact the police or an adult as soon as you can.</p> <ol style="list-style-type: none"> 6. Keep your information private and do not agree to meet offline with anybody whom you do not know and without your parent's consent. 7. If someone you know is being bullied, TAKE ACTION. Do not just stand by and watch 		<p>any other social media platform. Teacher will provide feedback by visiting the page to see the social media users' reactions. N.B. The legal age to have an account on most social media websites is 13.</p>	

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>someone be cyberbullied as this will empower the aggressor. Try to stop the bullying by taking a stance against the bully.</p> <p>If you can't stop it, then support the person who is being bullied by listening and encouraging them to report it.</p>			

THEME: SELF AND INTERPERSONAL RELATIONSHIPS

MODULE 2: 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.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the 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, Social Studies

GRADE 6**Theme: Self and Interpersonal Relationships**

Module 2: Respect and Tolerance for Self and Others

Unit 1: Commitment to My Community

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

1. Understand the importance of volunteerism in enhancing social experiences
2. Recognize the need for inclusion for people with special needs
3. Use life skills appropriately to increase community spirit

Core Values: **Moral Lenses – 1. Respect for self 2. Respect for others 3. Positive outlook 4. Stewardship/service**

Topic 1: **Volunteerism: I Said I Would**

Life Skills: Social: Communication, Empathy, Advocacy

Cognitive: Critical Thinking

Coping: Self-awareness

Values/Virtues: **Charity, Helpfulness, Generosity, Goodness, Kindness, Cooperation**

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"> • Explain the importance of volunteerism • Show willingness to become engaged in volunteerism in their communities • Demonstrate social skills that show 	<p>Volunteerism has become a global and increasingly inclusive movement. Professionals, teens and children are all able to find ways to volunteer at home, school, in the local community and nationally. Helping out with simple tasks can make a huge difference in the life of someone.</p> <p>Reasons for Volunteerism</p> <p>1. It's Fun</p> <p>It feels good to be a part of a movement which is positive and charitable. Volunteer activities for children and families typically include community-based and group-related work activities such as feeding the homeless, painting an old-age home,</p>	Brainstorming/ Discussion/ICT	<p>The caption “Volunteerism Makes the World a Better Place” will be placed on the board and students will work in small groups to formulate a definition of volunteerism.</p> <p>Students will then be shown the video clip entitled, “Why is volunteering important?” taken from the animated movie, “UP”. https://www.youtube.com/watch?v=flyiGMNGQyA</p> <p>A guided discussion will be facilitated by the teacher and will include the following questions:</p> <ul style="list-style-type: none"> • How is the boy volunteering? • Is the boy working alone or with a group? • What type of attitudes do you believe 	Students’ responses reflect a clear and accurate understanding of the term volunteerism

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<ul style="list-style-type: none"> • Accountability • Awareness of environmental presentation 		<p>the poster. The poster should highlight attitudes that promote volunteerism. They will lead in the planning of an activity that will benefit the surrounding community of the school and enlist persons from lower grades and teachers to volunteer. They will use the poster to promote their activity. They will report on the success of their activity and their participation.</p>	<p>steps in advocacy skill and appropriate value/virtue e.g. goodness, generosity or kindness to demonstrate commitment to volunteerism</p>

SAFETY & SECURITY



SAFETY AND SECURITY – GRADE 6- TERM 2

NATIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
<p>NS SS1: Examine roles, rights, and responsibilities in relation to, Protection, Safety and Security to preserve self, family, school, and community.</p>	<ol style="list-style-type: none"> 1. Demonstrate awareness of their rights and responsibilities in relation to Protection, Safety, and Security (self, family, and school). 2. Incorporate safety principles to respond appropriately to risky situations. 3. Appreciate the personal and collective responsibilities of students and their families in reducing exposure to community safety and security risks. 	<ol style="list-style-type: none"> 1. Exploring Concepts of Protection, Safety, and Security 	<ol style="list-style-type: none"> 1. Understanding My Rights as a Child 2. Protection from Harm 	<ul style="list-style-type: none"> • What are My Rights Roles and Responsibilities? • Don't Hurt Me: Treat Me Right! • Don't Hide It, Tell It! • Be Aware. Be A Hard Target
<p>NS SS2: 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"> 1. Assess the impact of socio-cultural influences on antisocial behaviours. 2. Make appropriate choices concerning minimizing the opportunities to breach the safety of self and others. 3. Display skills to prevent the escalation of maladaptive behaviours at home, school, and the community. 	<ol style="list-style-type: none"> 2. Factors Influencing Behaviours Related to Safety and Security 	<ol style="list-style-type: none"> 1. Risk Factors 2. Avoiding Risky Behaviours 	<ul style="list-style-type: none"> • No Bully Zone • Careful Internet Use • No Gang for Me
<p>NS SS3: Develop action competence and build capacity to minimize factors affecting protection, safety, and security within all contexts.</p>	<ol style="list-style-type: none"> 1. Demonstrate understanding of issues that impact survival and development. 2. Demonstrate the ability to locate and utilize community resources that support protection, safety and security. 	<ol style="list-style-type: none"> 3. Safeguards for Protection, Safety and Security 	<ol style="list-style-type: none"> 1. Minimizing My Risk 	<ul style="list-style-type: none"> • Rules Help to Keep Me Safe • Emergency and Critical Incident Responses

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 unjust and inhumane treatment. 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.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the 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 6**Theme: Safety and Security**

Module 1: Exploring Concepts of Protection, Safety and Security

Unit 1: Understanding My Rights as a Child

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

1. Understand the importance of protecting the rights of children
2. Express appreciation for their roles and responsibilities as children and members of the wider society
3. Use life skills to ensure their protection, safety and security through child rights and responsibilities

Core Values: **Moral Lenses – 1. Respect for self 2. Respect for others 3. Positive outlook
4. Stewardship/service**

Topic 1: **What Are My Roles, Rights, and Responsibilities?**

Life Skills: Social: Communication, Advocacy, Assertiveness
Cognitive: Critical Thinking
Coping: Self-awareness

Values/Virtues: **Responsibility, Respect, Equity, Equality, Citizenship**

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"> • Explain their rights, roles and responsibilities • Examine the role of various stakeholders tasked with protecting children's rights • Reflect on personal attitudes towards their rights and 	<p>Who is a child? Under Jamaican law, a child is anyone under the age of 18.</p> <p>What are rights? A right is a freedom that is protected. They allow us to be respected and recognized as equals. In Jamaica, the Child Care and Protection Act is the law that protects the rights of children and promotes their best interests, safety, and well-being. The Child Care and Protection Act covers three groups of children's rights:</p> <p>1. Protection Rights: Rights that protect children from all types of violence, abuse, neglect, and exploitation.</p>	Brainstorming/ KWL/	<p>In groups, students will be given a worksheet with a table as shown below.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="width: 30px;">K</th> <th style="width: 30px;">W</th> <th style="width: 30px;">L</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td></td> <td></td> </tr> </tbody> </table> <p>Under the K column, students will list their knowledge about their rights, roles and responsibilities. Under the W column, students will list what they would want to know about their rights, roles and responsibilities in relation to their safety and security. Groups will share and discuss what they have written in both columns. The L column will be completed at the end of the lesson to depict what they have learned. Students will discuss the following questions in groups:</p>	K	W	L				Worksheets and responses in discussion reflect an accurate and clear understanding of students' rights, roles and responsibilities
K	W	L								

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>responsibilities</p> <ul style="list-style-type: none"> Demonstrate social skills in creating greater awareness of the rights and responsibilities of children 	<p>2. Provision Rights: Rights that guarantee the basic things those children need for their survival, growth, and development.</p> <p>3. Participation Rights: Rights that ensure children’s views are considered when making decisions that affect them and opportunities are provided for them to share their views.</p> <p>What is a Responsibility? A responsibility is a duty or something we must do. Children’s responsibilities include completing homework on time and following rules at home and school.</p> <p>A role is a duty or part played by a person or thing in a situation. Every citizen must ensure children’s rights are protected through their actions and speech.</p> <p>Enabling Child Rights and Protection All children have the right to protection, safety and security. They have the right to survive, to be safe, to belong, to be heard, to receive adequate care and to grow up in a protective environment.</p> <p>A family is the first line of protection for children. Parents or other caregivers are responsible for building a protective and loving home environment. Schools and communities are responsible for building a safe and child-friendly the environment outside the child’s home.</p>	<p>Resource Person/ Infographics</p> <p>Journaling</p>	<ol style="list-style-type: none"> What do I have the right to be protected from? What should my parents/guardians provide me with? What do I have the right to participate in? What is my role and responsibility as a child in relation to my rights? <p>Reflective Question: How important are my rights, roles, and responsibilities?</p> <p>A resource person from the Child Protection and Family Services Division (CPFSA) will be invited to facilitate a rap session about persons and groups who must ensure children’s rights are being protected. Students will prepare questions to ask the resource person during the session. They</p> <p>After the rap session, in groups, using ICT, students will create an infographic showing the persons and organizers who are responsible for ensuring that their rights are being protected: Protection Rights, Provision Rights and Participation Rights. The infographic should explain the duties of each and contact information, where applicable, for making reports.</p> <p>Based on previous activities students will be required to make a MILLY (most important lesson learned) entry in their journal. They will also answer the following Reflective Questions:</p> <ul style="list-style-type: none"> How do I feel about having rights and responsibilities? As a student, how can I use my rights to 	<p>Infographics are creative and accurately illustrate the roles of stakeholders in protecting the rights of children</p> <p>Journal entries reflect self-awareness skill in examining their needs, values and beliefs, along with appropriate value/virtue e.g. equity</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>In the family, school and community, children should be fully protected so they can survive, grow, learn and develop to their fullest potential.</p> <p>Millions of children around the world are not fully protected. Many of them deal with violence, abuse, neglect, exploitation, exclusion and/or discrimination every day. Such violations limit their chances of surviving, growing, developing and pursuing their dreams.</p> <p>Governments, communities, local authorities and non-governmental organizations, including faith-based and community-based organizations, can help ensure that children grow up in a family environment. They can make sure that schools and communities protect all children and prevent child maltreatment. They can protect girls and boys from violations such as abuse, sexual exploitation, trafficking and work in hazardous conditions, as well as harmful practices, including child marriage.</p> <p>Girls and boys should be encouraged and supported to speak up for children's rights and to take an active role in their own protection against abuse, violence, exploitation and discrimination.</p> <p>*Use the link below to access the following Child Care and Protection Act Guide: Act Right, Treat Me Right. http://jis.gov.jm/media/CDA.pdf</p>	<p>Performing Arts</p>	<p>keep safe and secure?</p> <ul style="list-style-type: none"> • What are some of the responsibilities that I have as a student to keep myself safe and secure? • How can I encourage myself to fulfil my responsibilities? • What will I do differently to ensure that my rights, and those of my peers, are protected? <p>In groups, students will be given a right and a responsibility. They will highlight each in their performing art piece (song, poem, skit, etc.) to increase awareness of their importance in ensuring protection, safety and security.</p> <p>Reflective Question: What did I learn from this activity?</p>	<p>or responsibility, in thinking about personal attitudes towards one's rights and responsibilities</p> <p>Performing arts pieces depict effective use of advocacy skill along with appropriate value/virtue e.g. respect or equality, to create greater awareness of the rights and responsibilities of children</p>

GRADE 6**Theme: Safety and Security**

Module 1: Exploring Concepts of Protection, Safety, and Security

Unit 2: Protection from Harm

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

1. Understand situations that threaten security
2. Appreciate the importance of being able to protect self and others
3. Apply life skills to respond appropriately 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: Don't Hurt Me: Treat Me Right**Life Skills:** Social: Advocacy, Assertiveness

Cognitive: Problem solving, Critical thinking

Coping: Self-awareness

Values/Virtues: Courage, Support, Fortitude, Responsibility

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"> • Differentiate between the types of child abuse • Examine the impact of abuse on children • Justify the importance of reporting when faced with situations of abuse 	<p>Note to Teacher: <i>Addressing the issue of child abuse can be difficult for some students who are survivors of such situations. Ensure class rules are established and students understand the sensitivity of the topic as well as the importance of reporting such incidents.</i></p> <p>Every child has rights, such as the right to be safe and healthy and have his/her basic needs met. Some examples of these rights are:</p> <ul style="list-style-type: none"> ✓ The right not to be the victim of violence. ✓ The right to be clothed, fed and housed. 	<p>Video Presentation/ Guided Discussion</p>	<p>Students will view an age-appropriate video on abuse, after which they will discuss, in groups, how abuse affects their emotions.</p> <p>Suggested YouTube Video, "Mean Mom": https://www.youtube.com/watch?v=mXS0_YMT6Y8</p> <p>The teacher will initiate discussions about the video using the following guided questions:</p> <ul style="list-style-type: none"> • What is emotional abuse? • What is physical abuse? • What is sexual abuse? • Which type of abuse did the child in the video experience? • How was she affected by this type of abuse? 	<p>Students' responses reflect an accurate and clear understanding of the different types of child abuse</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> Demonstrate the ability to use social skills that will assist in the prevention of child abuse 	<ul style="list-style-type: none"> ✓ The right to have your medical needs met. ✓ The right to have appropriate supervision. ✓ The right to use the bathroom by yourself. ✓ The right to be alone when you take your clothes off. (If someone wants to watch you undress, you have the right to say, "No.") ✓ The right to not be touched inappropriately. <p>The violation of these rights is considered child abuse.</p> <p>Child Abuse Any action by another person -- adult or child -- that causes significant harm to a child. It can be physical, emotional or sexual.</p> <p>Emotional Abuse is severe, deliberate (and sometimes unintentional) and persistent ill-treatment of a child, which adversely affects a child's emotional health and development.</p> <p>Forms of Emotional Child Abuse</p> <ul style="list-style-type: none"> • Rejection: This includes insulting the child, constant criticisms, refusing the child's hug, refusing to allow the child to participate in family and social activities, and making the child feel stupid and not needed. • Ignoring: This includes neglecting the child, not attending to/ caring about the child's school 	<p>Case Studies/ Guided Discussion</p>	<ul style="list-style-type: none"> • What did she do about the fact that she was being abused? • If you were in her position, what would you have done? <p>During the discussion, teachers should ensure students have a clear understanding of the different types of child abuse by providing further clarifications to their responses.</p> <p>Reflective Questions:</p> <ul style="list-style-type: none"> • Have I ever been abused or do I know someone who has been abused? • How does abuse infringe on my rights? • How do I feel about child abuse? <p>Use the case studies below to examine the possible impact of emotional and physical abuse. At the end of each discussion, the teacher will emphasize that physical and emotional abuse are punishable by law and must be reported to persons who are tasked with the duty of care for children.</p> <p>Case Study 1 -- Fiona's Story <i>"When I was nine, my mom met a new boyfriend. At first, I really liked him and looked up to him but things started to change shortly after he moved in with us. My mom and I were close and I think he was jealous. He was drinking a lot and started being mentally and verbally abusive towards me. He would just start picking on me for little things, or even</i></p>	<p>Students' responses reflect a clear and accurate understanding of the impact of abuse on children</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>and performance, not providing protection, health or dental care, and generally not paying attention to significant events in the child's life.</p> <ul style="list-style-type: none"> • Terrorizing: This includes yelling, cursing, scaring, using extremely harsh words, threats to send him/her away, killing his/her pet, ridiculing a child in public and even forcing him/her to watch violent activities. • Isolating: This includes preventing the child from making and playing with friends, leaving him/her for long periods, and keeping him/her confined to read his/her books or do house chores. • Exploiting: This involves the manipulation of the child and assigning adult responsibilities to him/her <p>Consequences of Emotional Abuse</p> <ul style="list-style-type: none"> • A child living in continuous fear and sorrow may stop eating and will be vulnerable to diseases and health complications. • Emotional abuse can slow a child's mental development. Their intelligence and memory development can be affected. • Emotionally, they may be unable to feel and express a full range of emotions appropriately and control their emotions. • There is a greater risk of developing behavioural problems, including learning difficulties, relationship problems, difficulty with socialising and rebellious, aggressive and violent behaviour. 		<p><i>nothing. I did my best to avoid him, but if I couldn't, he would just start yelling at me. I was too afraid to go downstairs to go into the kitchen because he enjoyed chasing after me, bawling at me, and backing me into the corner until I was whimpering and crying. Then he would just laugh at me and walk away, satisfied by my distress.</i></p> <p><i>The hardest thing for me was seeing how he behaved towards my mother. He would shout at her about me and they would have huge arguments and I just couldn't handle it.</i></p> <p><i>I started escaping from the house to use my friend's phone to call 1-888-PROTECT, but I always chickened out. Eventually, things just got too much. I was having thoughts about running away and knew I had to speak to someone so I finally got the courage and called."</i></p> <ul style="list-style-type: none"> • Which form of abuse is Fiona experiencing? • How has this form of abuse affected Fiona? • Who else could Fiona have called or spoken to about the abuse? • What kind of help would she receive now that she has called 1-888-PROTECT? • What should her mother have done to prevent the abuse? <p>Case Study 2 -- Pete's Story <i>"My earliest memory of my mother's temper is from when I was a toddler and she was throwing books down the stairs</i></p>	

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>Physical Abuse Physical abuse involves bodily aggression or injury directed at a child by an adult or caregiver. Physical abuse occurs if an adult hurts a child – causing them physical harm, such as cuts, bruises, broken bones or other injuries. It can include hitting, shaking, throwing, poisoning, burning, slapping, punching, biting and thumping.</p> <p>Initial effects of child physical abuse</p> <ul style="list-style-type: none"> • Immediate pain, suffering and medical problems in some cases death caused by physical injury • Emotional problems such as anger, hostility, fear, anxiety, humiliation, lowered self-esteem and inability to express feelings • Behavioural problems such as aggression by the child towards others or self-destructive behaviour, hyperactivity, truancy, inability to form friendships with peers and poor social skills • Poorer cognitive and language skills than children who are not abused • Long-term consequences of child physical abuse • Long-term physical disabilities, for example, brain damage or eye damage • Difficulty trusting others • Feelings of low self-esteem • Depression • Increased potential for child abuse as a parent 		<p><i>at my father. When my father moved out, when I was five or six, her aggression turned on me. Over the years, my mother kicked and beat me, throttled me, threw me down the stairs and pushed me into a scalding hot bath. She once held my head under water and another time she shoved a full bar of soap in my mouth. There are too many incidents to recount.</i></p> <p><i>Even though she could be nasty, she could be very loving at times. It was just that you would never know when she was going to flip, get angry and start screaming. Sometimes after a flare-up, she would be apologetic; other times she would accuse me of starting it. Sometimes she would pretend it never happened.</i></p> <p><i>It wasn't until I was around 12 that I started to realise that it wasn't normal and that other people's parents didn't hit them. Over the next few years, I got stronger and started to fight back so it would happen less regularly. I stayed at home until after my CSEC examinations were finished and then moved in with my father. He had gone to court several times to try and get custody of me, but nothing changed. I know he feels guilty about leaving me with my mother when I was younger."</i></p> <ul style="list-style-type: none"> • Which form of abuse did Pete experience? • How has this form of abuse affected Pete? • What should he have done when he was being abused? Why? • How do you think it would have helped 	

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<ul style="list-style-type: none"> • Drug or alcohol abuse <p>Sexual Abuse Child sexual abuse involves persuading or forcing a child to take part in sexual activities or encouraging a child to behave in sexually inappropriate ways.</p> <p>Sex offenders are found in all areas of society and come from a variety of backgrounds. Significantly more men than women sexually abuse children.</p> <p>However, sexual abuse committed by women is under-reported and is sometimes not recognised as abuse.</p> <p>Nine out of ten children know their abuser. The abuser is more likely to be a relative, family friend or person in a position of trust, rather than a stranger.</p> <p>Child sexual exploitation is a form of sexual abuse that involves the manipulation and/or coercion of young people under the age of consent into sexual activity in exchange for things such as money, gifts, accommodation, affection or status.</p> <p>The manipulation or grooming process involves befriending children and gaining their trust over a long period of time before the abuse begins.</p> <p>The abusive relationship between victim and perpetrator involves an</p>		<p>if he had told someone?</p> <p>Case Study 3- Gareth's Story <i>"A few years after my parents divorced, my father started to sexually abuse me. I was seven years old the first time it happened. I was sleeping in my father's bed and he started touching me. I was so scared I didn't know what to do. He was my father and I thought that whatever he was doing to me was normal, I didn't know any different. He made me feel dirty. I was too young to understand that it was him being the bad person, not me.</i></p> <p><i>The abuse would happen at his house when I visited him. I thought about speaking to a teacher but I was really scared – my father had a bad temper and was a threatening man. I tried to ignore what my father was doing and get on with my life. I internalised my feelings and worries about my life and the abuse and locked my thoughts in a box in my head. The sexual abuse lasted until I was 13 years old and affected relationships I had as I grew older. I used to get wound up, angry and moody about things. I think because I kept everything inside, sometimes my feelings would just burst out of me and I couldn't control them.</i></p> <p><i>A few years ago, I decided to go to the police and the case went to court. My father initially pleaded not guilty to the offences. He eventually admitted what he had done, he was convicted and sentenced to several years in prison. The judge told him he was a wicked man."</i></p>	

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>imbalance of power which limits the victim's options. It is a form of abuse which is often misunderstood by victims and outsiders as consensual.</p> <p>Consequences of Child Sexual Abuse</p> <ul style="list-style-type: none"> • Difficulties in forming relationships with others; a lack of confidence or self-esteem and impaired mental and physical health • Feelings of worthlessness among children and young people, which can lead to acts of self-harm • Increased risk of sexually transmitted infections including HIV, unwanted pregnancy and abortion, as well as long-term sexual and reproductive health problems • Potential impact on the victim's parenting skills in the future <p>Prevention of Child Abuse Child abuse can largely be prevented through awareness, early detection and intervention. Learning about the problem is the first step to preventing child abuse. This will help students to recognize inappropriate behaviours and to report possible abuse to parents, teachers or church leaders.</p> <p>Generally, child abuse prevention activities are geared towards the abusers. Below are a few things young people and adults can do:</p> <ul style="list-style-type: none"> • A parent with stress and difficulty should seek assistance from the 	<p>Video Presentation/ Journaling</p> <p>Creative Arts/ Walkathon</p>	<ul style="list-style-type: none"> • Which form of abuse did Gareth experience? • How has this form of abuse affected Gareth? • What should he have done when he was being abused? Why? • How do you think it would have helped if he had told someone? <p>Students will watch the video presentation titled, "Child Abuse -- Jamaica's Hurting Children Need a Voice" available at: https://youtu.be/DWN3ATeiwg4 Students will then answer the following reflective questions in their journals:</p> <ul style="list-style-type: none"> • What should I do if I am being abused? • Who can I confide in if I am being abused? • Why is it important for me to tell someone if I am being abused? • What methods can I use if I know someone who is being abused? • How can I help my peers understand the impact of physical and emotional abuse? <p>Students will develop tag lines to speak out against child abuse to be used in a week-long walkathon to be conducted on the school's premises during the lunch period (may be done in Child Month).</p> <p>The tag lines will be placed on banners, and picket signs and used along with jingles and other messages to promote child abuse prevention. Information on where to seek help or report abuse must also be included. This activity may also be extended to the school's community once the proper protocols are put in place.</p>	<p>Journal entries reflect sound and reasonable arguments, along with appropriate value/virtue e.g. courage or fortitude, to justify the importance of reporting abuse</p> <p>Creative arts pieces reflect effective use of advocacy skill, along with appropriate value/virtue such as responsibility or support, to assist in the prevention of child abuse</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>appropriate services.</p> <ul style="list-style-type: none"> • Parents and caretakers should undertake parenting skills courses to learn how to deal with growing children. • Families must pay attention to the needs of children, and the larger family should get involved with the activities of children. • Society should invest in public awareness and create supportive communities. • Parents who abuse drugs and alcohol should get help and stay away from such behaviours so that their ability to control their emotions is not impaired. <p>Reporting Child Abuse Children should be empowered to report abuse to ensure their protection, safety and security as outlined in the Child Care and Protection Act. When parents fail to protect children from child abuse there are persons, agencies or groups that are mandated to help:</p> <ul style="list-style-type: none"> • Teaching staff, including principal and guidance counsellor • Church Leaders • Child Protection and Family Services Agency (CPFSA) • Office of the Children’s Advocate • Police <p>Remember to call 1-888-PROTECT</p>			

GRADE 6

Theme: Safety and Security

Topic 2:

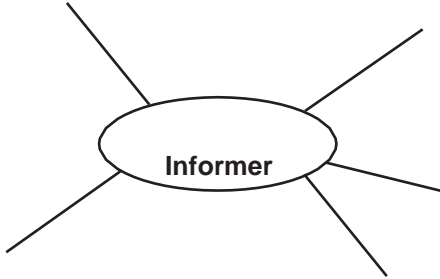
Don't Hide It, Tell It!

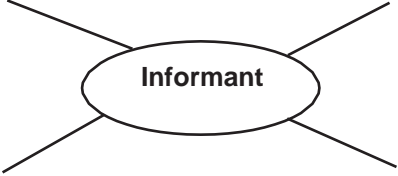
Life Skills:

Social: Communication, Advocacy, Assertiveness
 Cognitive: Decision making, Critical-thinking
 Coping: Self-awareness

Values/Virtues:

Citizenship, Integrity, Concern, Courage, Prudence, Responsibility

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"> • Critique the term “informer” in the Jamaican context • Assess the importance of reporting situations that put the safety and security of self and others at risk • Express positive personal beliefs about being an informant • Display advocacy skill to encourage others to report acts that threaten the protection, safety 	<p>Children need to feel empowered to speak out about unacceptable behaviour that they might see happen to others, and they also need to develop the confidence to speak up for themselves. It can be hard for children to speak out against someone they know, so it is important that they feel that they can speak out and report to adults whom they trust. Peer pressure is very strong during the school years, making it even more difficult for children to find their voices and speak out against what they know is wrong; however, keeping silent rarely fixes anything. Equipping children with life skills, and leading by example, can help to grow into the next generation of confident, assertive, and caring adults.</p> <p>Informer in the Jamaican context is an individual who reports incidents to the relevant authorities. This individual may be shunned, even by his/her family members. Another Jamaican expression that discourages people from sharing information is “see and blind, hear and deaf”.</p>	<p>Group Work/ Graphic Organizer</p>	<p>Students will work in groups to discuss their thoughts about the term “informer”. They will record their thoughts on cartridge paper. Example:</p> <p>News carrier</p>  <p>Use this or any other graphic organizer.</p> <p><i>NB. Students will carefully store their graphic organizers as they will be used at the end of the lesson. Students will leave a space at the top of the cartridge paper to insert the caption “Before I Thought” when completing the last activity of the lesson. This will facilitate the comparison of students’ views before and after the lesson.</i></p>	<p>Graphic organizers reflect a clear and accurate understanding of the term informer in the Jamaican context</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>Ways of Reporting There are different ways to report information to the relevant authorities. These include:</p> <ul style="list-style-type: none"> ✓ Speaking to an adult you trust, in confidence, e.g. parents, principal, teachers, guidance counsellor, police or church leaders. ✓ Being anonymous. Write a note without your name and address it to the relevant person. Leave it where you know the person will find it (on the teacher’s table, slip the note under the principal’s office door). For incidents that occur at school, ask your parents to call the school to share the information without leaving your name. If you are a witness to a crime you can call 119 or use the report option on the Stay Alert App. http://www.mns.gov.jm/content/stay-alert-application ✓ If you feel your safety will not be threatened if you report you can always speak out to ensure immediate right action. For example, if you see a classmate stealing or if you see a young child being snatched away by a kidnapper. 	<p>ICT/Journaling</p>	<p>informants under the caption, “I Now Understand”.</p>  <p>Students will mount and present the two graphic organizers to compare their responses. They will share the factors that have influenced their change in mind-set about reporting information.</p> <p>Students will work in groups to use ICT to create tools/materials that encourage their peers to take action and report incidents that breach the rights of persons. Students will also document in their journals the personal actions they will take to report any situation that may counter protection, safety and security to self and others.</p> <p>Reflective Questions: How will I report situations that threaten my safety or the safety of others?</p> <p>Why is it important for me to report any action that threatens my safety or the safety and security of persons in my community?</p>	<p>ICT materials reflect creativity, include key messages and effective use of advocacy skill, along with appropriate value/ virtue e.g. concern or integrity, to encourage others to report actions that threaten the protection, safety and security of self and others</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>must ensure that they always employ hard-target tactics so that they do not become victims of human trafficking.</p> <p>Hard Target Tactics While Travelling:</p> <ul style="list-style-type: none"> ✓ Walk facing oncoming traffic ✓ Take licensed taxis that are driven by people known in the community ✓ Ensure the volume is not loud while using your earphones so that you can hear what is happening around your surroundings ✓ Make sure someone always knows where you are going and when you will be back ✓ Avoid talking to strangers ✓ Avoid taking routes that are lonely and isolated ✓ Avoid using the phone or other electronic devices while you are on the road ✓ Avoid loitering on the road after school hours; go straight home after dismissal ✓ If travelling to an unknown community, do not travel by yourself. Secure the company of a trusted adult or travel in groups ✓ Never hitch a ride or accept a ride from a stranger 	<p>Case Scenarios/ Presentation</p>	<p>hard or soft target. Students will indicate the hard and soft targets in the activity.</p> <p>After the session, students will answer the following reflective questions in their journals:</p> <ul style="list-style-type: none"> • What kind of target am I based on my behaviour? • What situations may put me at risk of being a soft target? • How can I make myself a hard target in these situations? <p>In groups, students will be given different case scenarios. They will read and discuss their scenario to identify the actions that depict being a soft target. They will recommend strategies that the individual(s) can use to become a hard target. They will present their findings to the class.</p> <p>Suggested Case Scenario: <i>School ended at 2:30 p.m. and Jason stopped by a nearby sports field to play football with a group of older boys. He loved football and hoped to one day become a professional player. However, he lost track of time and ended up leaving the football field when the sun was setting.</i></p> <p><i>He quickly packed his bag to begin his walk home. The other boys remained behind. Jason plugged in his earphones to listen to music from his brand new mobile phone which he received for his birthday. While he walked, he texted his</i></p>	<p>two steps in self-awareness skill (Identify strengths and weaknesses and explore behaviours that need to be improved) in analysing situations that can make them a soft target and how to adjust to become a hard target</p> <p>Presentations reflect effective use of the steps in decision making or creative thinking skill, along with appropriate value/virtue such as clear thinking or wisdom, in developing strategies to reduce vulnerabilities of being a soft target</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>Hard Target at Home</p> <ul style="list-style-type: none"> ✓ Keep doors and grills locked, especially when you are alone at home ✓ Call your parents to verify who a person is and if he/she is allowed to enter your home ✓ Do not let strangers in your home ✓ Do not invite friends into your home without your parents' permission ✓ Do not divulge personal information over the phone. Let your parents return the call ✓ If your safety is being threatened remember to call 119 or 1-800-PROTECT. ✓ Download the Stay Alert App on your devices to increase your chances of protection, safety and security. <p>http://www.mns.gov.jm/content/stay-alert-application</p> <p>Hard Targets should be:</p> <ul style="list-style-type: none"> ✓ Equipped, both mentally and physically. It requires pre-meditation, planning and practice ✓ Like a watchdog, be vigilant and ready for the threat if it appears ✓ Able to make the firm decision to be aware of your everyday life (in terms of self and surroundings) ✓ Unpredictable in daily patterns 	<p>Role Play</p>	<p><i>friends about the goals he scored in the game.</i></p> <p>In groups, students will demonstrate how to be a hard target in one of the situations below:</p> <ol style="list-style-type: none"> 1. While walking home from school, you are approached by a stranger who claims he/she has something interesting to show you. 2. Someone you are not familiar with is at your gate calling for your mother who is not at home. 3. Your parents had an emergency and called to say they would be arriving home later than usual. 4. You are late to meet up with your friends for a movie date. An unlicensed and unfamiliar taxi pulls up with two men, including the driver. 5. Your friends decide to go to the river after school without their parents' permission. <p>Students will work in groups to create fliers or any other visual aid that will inform their peers about the do's and don'ts of being hard targets.</p>	<p>Role-plays depict proficiency in the application of refusal, decision-making or problem solving skill, along with appropriate value/virtue such as reason or wisdom, in becoming a hard target</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<ul style="list-style-type: none"> ✓ Action-oriented ✓ Aware of pre-incident indicators and body language ✓ Able to perceive and evaluate a situation properly and quickly, which is critical for winning. ✓ Able to get in the habit of taking mental notes of their surroundings ✓ Able to minimize distractions to be more alert 			

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 homes, schools and communities.

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.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the 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 6**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 the unit, students should be able to:

1. Know how to protect themselves in situations that may compromise their safety
2. Appreciate their personal responsibility to take action to keep themselves safe
3. Apply life skills that protect self and others from situations that place them at risk

Core Values: **Moral Lenses-1. Respect for self 2. Respect for others 3. Positive outlook 4. Stewardship/service**

Topic 1: No Bully Zone**Life Skills:** Social: Empathy, Assertiveness, Communication

Cognitive: Problem solving

Coping: Self-awareness

Values/Virtues: Composure, Courage, Fortitude, Confidence, Compassion, Support

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"> • Explain the concept of bullying • Analyse the impact of bullying on children • Initiate positive actions to prevent bullying • Display the ability to use 	<p>Bullying is unwanted, aggressive behaviour among school-aged children that involves a real or perceived power imbalance. The behaviour is repeated or has the potential to be repeated, over time.</p> <p>Types of Bullying</p> <p>There are three types of bullying:</p> <ul style="list-style-type: none"> ✓ Verbal bullying is saying or writing unkind things. Verbal bullying includes teasing, name-calling, taunting or threatening to cause harm. ✓ Social bullying, sometimes referred to as relational bullying, involves hurting someone's 	<p>Peer Interview/ Worksheet/ Discussion</p>	<p>In pairs, students will interview each other to share their understanding of bullying using the questions below:</p> <ol style="list-style-type: none"> 1. What is bullying? 2. Have you ever been a victim of bullying? How did you feel? 3. Have you ever seen anyone being bullied? What did you do? 4. Have you ever bullied anyone? Why? What did you do? <p>Students will be placed in groups and given a worksheet to match behaviours with the correct type of bullying (verbal, social, and physical) or indicate if the behaviour is not classified as bullying. A sample worksheet can be found at https://bullyingnoway.gov.au/Resources/Lesson%20Plans/bino-activity-1.pdf</p>	<p>Students' responses reflect a clear and accurate understanding of bullying and behaviours of the different types of bullying</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>not there, look at something else and laugh or walk away without looking at them.</p> <ul style="list-style-type: none"> ✓ Look at the student bullying you and tell him or her to stop in a calm, clear voice. Repeat if you have to. You can also try to laugh it off. It could catch the student bullying you off guard. ✓ Pretend you don't care and act confident. Agree with what they are saying and use sarcasm as they will not expect it and then walk away. This can take away their power. ✓ Tell the bully you will report them if he/she will not stop. ✓ If speaking up seems too hard or not safe, walk away and stay away. ✓ Do not fight back. Find an adult to stop the bullying on the spot. ✓ Get support from friends. You are less likely to be targeted by a bully if you are with other students. <p>There are things you can do to stay safe in the future, too.</p> <ul style="list-style-type: none"> ✓ Do not keep your feelings inside. Telling someone can help you feel less alone. They can help you make a plan to stop the bullying. ✓ Stay away from places where bullying happens. ✓ Stay near adults and other students who will give you support. Most bullying happens 	<p>Experiential Learning/ Journaling</p>	<p>In pairs, students will conduct two interventions called "Bully Patrol" throughout the school. They will be asked to counteract any bullying situation (whether for themselves or others) encountered with a positive strategy that will prevent or stop the bullying. When the situations occur, they will record in their journals the incident and report what action(s) was taken to prevent or stop the bullying. They will also state their feelings about each situation.</p> <p>Reflective Questions:</p> <ul style="list-style-type: none"> • What am I willing to do to stop bullying? • How can I show support to someone who has been bullied? • What kind of support would I want if I were being bullied? 	<p>Journal entries reflect effective application of problem solving or empathy skill, along with appropriate value/virtue such as support or compassion to resolve situations of bullying</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>when adults are not around.</p> <p>Stand Up for Others</p> <ul style="list-style-type: none"> ✓ Talk to a parent, teacher, or any other trusted adult so that they can help to stop the bullying. ✓ Be kind to the student being bullied. Show them that you care by trying to include them. Sit with them at lunch or on the bus, talk to them at school, or invite them to do something. Just hanging out with them will help them know they are not alone. <p>Not saying anything could make it worse for everyone. The bully will think it is okay to keep treating others tthat way.</p> <p>Protect Yourself from Cyberbullying</p> <p>Bullying does not always happen in person. Cyberbullying is a type of bullying that happens online or through text messages or emails. There are things you can do to protect yourself.</p> <ul style="list-style-type: none"> ✓ Always think about what you post. You never know what someone will forward. Do not share anything that could hurt or embarrass anyone. ✓ Keep your password a secret from other students. Even students who seem like friends could give your password away or use it in ways you don't want. Let your parents 			

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>have your passwords.</p> <ul style="list-style-type: none"> ✓ Think about who sees what you post online such as strangers, friends and friends offriends. Privacy settings let you control who sees what. ✓ Keep your parents in the loop. Tell them what you're doing online and who you're doing it with. Let them friend or follow you. Listen to what they have to say about what is and isn't okay to do. They care about you and want you to be safe. ✓ Talk to an adult you trust about any messages you get or things you see online that make you sad or scared. If it is cyberbullying, report it. 			

GRADE 6

Theme: Safety and Security

Topic 2:

Careful Internet Usage

Life Skills:

Social: Refusal
Cognitive: Decision making, Problem solving
Coping: Healthy Self-management

Values/Virtues:

Conscientiousness, Fortitude, Reason, Wisdom

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"> • Explain the importance of careful internet usage • Propose safety tips they would take to deter threats to internet safety • Display the ability to use cognitive or social skills to manage threats to internet safety 	<p>The internet can be a wonderful place to learn, shop, play games, and communicate with family and friends. The internet has drastically changed the way that youth interact with the world. They have access to a wealth of information, tools to express their creativity, and ways to communicate with people from all over the world.</p> <p>Unfortunately, there are also predators, identity thieves, and others online who may try to harm young people. To be safe online, students need to be aware of the dangers.</p> <p>Threats to Internet Safety</p> <p>» Inappropriate Content The internet is full of inappropriate content for students at this level. Students may try searching for such content, or they may stumble upon it accidentally if inappropriate sites are not blocked.</p> <p>» Predators Some predators enter chat rooms or use social media to find young children. They befriend them by</p>	<p>ICT/Discussion</p> <p>Case scenario/ Simulation</p>	<p>Students will watch the music video, Internet Safety Hip Hop Song available at: https://youtu.be/9ZttD_ocOdk</p> <p>A discussion will follow, based on the questions below:</p> <ul style="list-style-type: none"> • What are some of the dangers or threats that children can be exposed to online? • What can happen if children are not safe online? • What were the online safety tips mentioned to prevent internet threats or dangers? • Why is it important for you to always observe careful internet usage? <p>Teacher will provide feedback and clarify where necessary.</p> <p>In groups, students will be given different case scenarios. In each case, they will suggest strategies they will use when on the internet to prevent the internet threat from occurring. Groups will then simulate how to apply an appropriate life skill to address the threat in the assigned case.</p>	<p>Students' responses indicate a clear and accurate understanding of the importance of careful internet usage</p> <p>Strategies suggested by students are appropriate to each case and reflect appropriate value/virtue e.g. conscientiousness or reason</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>pretending to be their age, and usually try to meet up at some point. They encourage children to share inappropriate pictures of themselves which can lead to blackmailing. Setting up fake profiles is very simple; this danger should be emphasized to children. Students should be encouraged to interact online only with persons they know in person. They should know that meeting anyone online presents very real and scary dangers.</p> <p>» Cyberbullying Just as predators no longer have to leave their homes to interact with children, bullies no longer have to be face-to-face with their victims. Cyberbullying through social media sites is unfortunately prevalent and causes just as much damage as any other form of bullying. This is arguably one of the most challenging threats.</p> <p>» Internet Addiction Internet addiction is an uncontrollable desire to stay online as much as possible. One of the most common explanations for internet addiction is that users, especially teenagers, tend to get emotionally attached or connected to their online friends and online activities. Internet addicts are sometimes trying to get the attention and human connection they are missing from the real world.</p>		<p>Reflective Questions: How do I feel about online safety?</p> <p>How do my actions place me at risk online?</p> <p>What behaviours will I change to reduce my risk of online threats?</p> <p>Examples: <i>Jack's family recently purchased a new computer for him to use to complete his projects. Jack uses the opportunity to create an account on a popular social media site. His friends are always talking about this site, and most of his classmates have already joined. On this site, he posts regular status updates about where he is or what he is doing in addition to sharing pictures of himself, his friends and family.</i></p> <p>Using an appropriate life skill, show Jack how he needs to practise careful internet usage.</p> <p><i>Heather is in Grade 4 and is proficient at using the internet. On Monday, she received an e-mail from someone named "stalker20@hotmail.com." The subject and body of the e-mail state, "I'm watching you. Be afraid." Heather immediately deletes it and thinks nothing of it.</i></p> <p><i>On Tuesday, she received another e-mail from stalker20@hotmail.com, and this time, the subject and body of the e-mail were, "I am getting closer, and I see you on the computer right now as you read this."</i></p>	<p>Simulations illustrate effective use of decision making, refusal or problem solving skill along with appropriate value/virtue such as wisdom or fortitude, to manage threats to internet safety</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>» Online Scams Children are vulnerable to online scams. Common scams include emails claiming you've won large sums of money and requesting payments to receive said winnings, websites offering something for a low price but never explaining what it is exactly; and anything that is extremely cheap or free.</p> <p>Students need to know not to click on every pop-up link to avoid getting viruses on their computers, tablets or phones.</p> <p>Safety Tips for Internet Use (to be given to students)</p> <ul style="list-style-type: none"> • 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, asks you for information or requests pictures, immediately block the person and notify your parent or guardian. • Don't give out personal information, including your name, age, address, telephone number, parent/guardian's name, the school you attend, passwords or other login information used online • Check with your parents first before downloading or installing any software • Never agree to meet someone you have met online. Tell your parents about anyone who is asking to meet you. 		<p><i>Heather starts to get worried but doesn't want to tell her parents because she is concerned that they will take away her internet privileges.</i></p> <p><i>On Wednesday, she awakens to a new e-mail from stalker20@hotmail.com that reads, "Be very afraid. Today may be your last." Frightened and concerned now, she makes up her mind to tell her parents about the e-mails when she returns from school that day.</i></p> <p><i>She is unable to concentrate in any of her classes because of her fear of what "Today may be your last." might mean. She rushes home after school, bent on bringing it up to her mother and father as soon as she sees them. To her dismay, she finds a note on the table stating her mother went grocery shopping and her father will be home late. Her palms begin to sweat and her heart begins to race. She goes to her bedroom, throws her backpack on her bed, and checks her e-mail. Twenty-five new e-mails pop up. Each one is from the same sender: stalker20@hotmail.com. They all say the same thing: "I am in your house. I am on a wireless Internet connection. You don't know where I am, but I know where you are!" Heather grabs her house key, rushes out of the front door, locks it, runs to her friend's house, and tells her friend's mother about her situation.</i></p> <p>Using an appropriate life skill, show how as Heather's friend's mother you would help with Heather's situation. Give advice on what Heather should do in the future</p>	

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<ul style="list-style-type: none"> If you feel unsafe or threatened while being online, tell a responsible adult or call 119 or 1-888-PROTECT. Download the Stay Alert App on your devices to provide increased protection, safety and security through four options: Report, Panic Mode, The Law and Alerts. <p>http://www.mns.gov.jm/content/stay-alert-application</p> <p>Note: The rules for online safety also apply to texting on your phone.</p>		<p>to increase internet safety.</p> <p>Conversation between two best friends on WhatsApp</p> <p>[Jane] I'm leaving</p> <p>[Penny] What do you mean?</p> <p>[Jane] I'm running away because I am scared.</p> <p>[Penny] Oh! Why are you scared?</p> <p>[Jane] I met someone online who I thought was a friend. Now he is threatening to kidnap me</p> <p>[Penny] What? Have you told anyone?</p> <p>[Jane] I am scared to tell my parents because I wasn't supposed to be on the internet without their permission</p> <p>[Penny] Ok. But he doesn't know where you live</p> <p>[Jane] Um yea I told him where I live</p> <p>[Penny] Why would you do something so stupid?</p> <p>[Penny] * hugs*</p> <p>[Jane] I thought he was our age. That's what he said. But now he says he has a car and he is coming for me.</p> <p>[Penny] Jane, you have to tell your mother!</p> <p>[Jane] I know but I used Snapchat and I'm not supposed to have it so I am going to be in big trouble....sigh</p> <p>Using an appropriate life skill, demonstrate what Jane should have done while being online before the threat of being kidnapped could have occurred.</p>	

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
			<p>OR</p> <p>Using an appropriate life skill, demonstrate how Penny should help Jane avoid going into a dangerous situation.</p>	

GRADE 6**Theme: Safety and Security**

Module 2: Factors Influencing Behaviours Related To Safety, and Security

Unit 2: Avoiding Risky Behaviours

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

1. Understand the importance of avoiding behaviours that will hinder protection, safety and security
2. Appreciate 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: Moral Lenses-1. Respect for self 2. Respect for others 3. Positive outlook
4. Stewardship/service

Topic 1: No Gang for Me

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

Cognitive: Critical thinking, Problem solving

Coping: Self-awareness

Values/Virtues: Courage, Ambition, Determination, Prudence

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"> • Explain the concept of a gang • Examine factors that influence the formation of gangs • Promote anti-gang strategies among peers • Demonstrate the ability to use social skills 	<p>Gang</p> <p>A gang is usually more than two individuals coming together to intimidate, extort or commit crimes in a community.</p> <p>Factors motivating children to join gangs vary. These may include:</p> <ul style="list-style-type: none"> ✓ Power ✓ Status ✓ Safety/security ✓ Friendship ✓ Family substitute ✓ Make money ✓ Substance abuse influences 	<p>Video Presentation/ Discussion</p>	<p>Students will watch, “Extract - Joining Gangs”; available at https://youtu.be/roMGbTdfptl</p> <p>Teacher will facilitate discussion using the following questions:</p> <ul style="list-style-type: none"> • What is a gang? • What kind of activities are gangs usually involved in? • How is a gang different from other groups? • How were the older men enticing the younger boys to join their gang? • Do you think the boys were convinced that they should join the gang? Why? • What would you do, if you were in the boys’ position? 	<p>Students’ responses reflect a clear and accurate understanding of the concept of a gang</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>to avoid gang involvement</p>	<p>Gang Formation Four factors are crucial in the formation of gangs: First, some children may experience a sense of neglect because of a lack of parental support. This can lead to feelings of frustration and anger, and a desire to obtain support from elsewhere.</p> <p>Second, gang membership gives children a sense of belonging and becomes a major source of identity for its members. In turn, gang membership affords children a sense of power and control, and gang activities become an outlet for their anger.</p> <p>Third, the control of turf is essential to the well-being of the gang, which often will use force to control both its territory and members.</p> <p>Finally, recruitment of new members and expansion of territory are essential if a gang is to remain strong and powerful. Both willing and unwilling members are drawn into gangs to feed the need for more resources and members</p> <p>Effects of Gang Membership on a Student's Learning</p> <ul style="list-style-type: none"> • Increased chance of violence towards other students in school • More focused on gang activity than schoolwork • Loss of respect for teachers and violation of school rules 	<p>Research/ Graphic Organizer/ Presentation</p> <p>Creative Arts</p> <p>Role Play</p>	<p>In groups, students will research factors that influence gang formation and the effects of being in a gang. Information will be placed on a graphic organizer under the following sections:</p> <ul style="list-style-type: none"> • Reasons for Joining Gangs • Effects of Joining Gangs • Avoiding Gang Membership <p>Reflective Question:</p> <ul style="list-style-type: none"> • Why should I avoid being involved in a gang? • How can I encourage my peers to avoid joining a gang? <p>Students will work in groups to create posters to educate their peers about the negative consequences of joining a gang and what they should do to avoid gang involvement. Posters will be placed on bulletin boards and other strategic places around the school.</p> <p>Students will work in groups using age-appropriate scenarios to role-play how they would employ an appropriate life skill to respond to being pressured to join a gang. Students will be required to use a pressure statement in each dramatic presentation. The pressure statement must be rejected, using an appropriate life skill.</p>	<p>Graphic organizers and presentations depict competence in the application of critical thinking skill to highlight accurate factors that influence gang formation, effects of joining gangs and strategies to avoid joining a gang</p> <p>Creative art pieces are informative, creative, includes key messages and reflects effective use of advocacy skill, along with appropriate value/virtue such as clear thinking or prudence, to promote anti-gang strategies</p> <p>Role-plays illustrate effective use of refusal, decision making, negotiation or problem solving skill, along with appropriate value/virtue such as courage, ambition, or fortitude to avoid</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<ul style="list-style-type: none"> Higher school absenteeism due to suspension, expulsion or absconding (“skipping” school) 		<p>Suggested Pressure Statements:</p> <ul style="list-style-type: none"> If you are my friend, you will join. People will respect you if you are a member of this gang. Don't you want to be popular? Why are you behaving like you are afraid? Nothing is going to happen to you. We make things happen to people. Your parents are poor and you need the money. 	gang involvement

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 relationships)
- 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.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the 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 6**Theme: Safety and Security**

Module 3: Safeguards for Protection, Safety and Security

Unit 1: Minimizing My Risk

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

1. Minimize their risks to safety and security by responding appropriately to situations
2. Appreciate the importance of having rules and regulations to maintain survival
3. Apply life skills to locate and utilise community resources that support protection, safety and security

Core Values: **Moral Lenses-1. Respect for self 2. Respect for others 3. Positive outlook**
4. Stewardship/service

Topic 1: Rules Help to Keep Me Safe

Life Skills: Social: Refusal, Negotiation
 Cognitive: Critical-thinking, Decision making, Problem solving
 Coping: Self-awareness, Healthy Self-management

Values/Virtues: Obedience, Law-abiding, Prudence, Self-discipline, Wisdom

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"> • Explain the importance of rules • Desist from personal risks that involve breaking rules • Demonstrate the ability to use social skills to adhere to rules 	<p>What are rules? A rule is a prescribed guide for conduct or action.</p> <p>Why are rules important?</p> <ul style="list-style-type: none"> • When used appropriately, rules keep children safe. • Rules help guide actions to achieve positive outcomes. • Safety rules prevent injuries and save lives. <p>Following rules helps us to have a disciplined and safe society. For example, if we don't follow traffic rules, drivers can't get to their destinations on time and several accidents will take place. Rules are made to facilitate the smooth working of society and</p>	Gaming/ Guided Discussion	<p>In groups, students will be given box paper clips and told to play the Paper Clip Game. The only rule given is to start the game once the paper clips have been received. Even though students may look confused and clueless, they should be encouraged to play the game for 2-3 minutes. A whole-class discussion will be conducted using the following questions:</p> <ul style="list-style-type: none"> • How did you feel playing that game? • What prevented you from going to level 2 of the game? • What was needed to play the game effectively? • Why do we need rules and regulations? 	Students' responses indicate a clear and accurate understanding of the importance of rules

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>to ensure that everyone is protected, safe and secure.</p> <p>Rules and laws organize relations between individuals and society. They make clear what is right and wrong and the consequences of wrongdoing.</p>	<p>Pair Share/ Journaling</p>	<p>Reflective Questions:</p> <ul style="list-style-type: none"> • How do I feel about rules? • Why is it important for me to adhere to rules? • How do rules help to keep me safe? <p>In pairs, students will share an experience of disobeying a rule or regulation (at home, school or any other place that requires safety rules/regulations) that negatively impacted the safety and security of themselves and/or others. Teacher will select some pairs to share their experience with the whole class.</p> <p>They will express how they felt when they had to face the effects of disobeying the rules and explain the consequences they had to face. A whole-class discussion will follow to examine the importance of obeying rules.</p> <p>Students will then create a comprehensive list of important rules they have to follow at school and at home. They will create a checklist to monitor their ability to adhere to the rules. At school, they will be assigned a partner who will also monitor their actions, while at home, parents and other family members will also be asked to monitor using the checklist. In their journals, students will reflect on their actions. They will share any challenges they encountered following the rules, how they managed these challenges and what actions they will take going forward to maintain more discipline to adhere to rules.</p>	<p>Completed checklist and journal entries reflect effective use of refusal, decision making or problem solving skill, along with appropriate value/virtue such as prudence, self-discipline or obedience, to adhere to rules and desist from personal risks that involve breaking rules</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
			<p>All three checklists (from student, family and peer) will be collected at the end of the assigned period and reviewed in addition to journal entries.</p> <p>Reflective Questions:</p> <p>How do I feel about adhering to rules?</p> <p>What rules do I usually have a challenge with? Why?</p> <p>Why is it important for me to adhere to rules?</p> <p>What attitudes or behaviours do I need to change to desist from personal risks that involve breaking rules?</p>	

GRADE 6

Theme: Safety and Security

Topic 2:

Emergency and Critical Incident Responses

Life Skills:

Social: Communication, Advocacy
 Cognitive: Critical thinking, Problem solving
 Coping: Healthy Self-management

Values/Virtues:

Clear thinking, Composure, Resourcefulness, Cooperation

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"> Describe the process or steps to take in responding to emergencies Practise responding to critical incidents to support protection, safety and security Display the ability to use advocacy skill to promote the use of appropriate responses to emergency and critical incidents among their peers 	<p>What is an Emergency? An emergency is a sudden, unexpected, or impending situation that may cause injury, loss of life, damage to the property, and/or interference with the normal activities of individuals or an organization and will therefore require immediate attention and remedial action.</p> <p>Helping Students to Prepare for Emergencies</p> <ul style="list-style-type: none"> Teach students about natural hazards like earthquakes, hurricanes, and flooding. They should know what to do when they occur. Encourage students to make an emergency plan with their families that includes an emergency kit. Use the link below to see suggested items to be included in an emergency kit: http://www.redcross.org/get-help/how-to-prepare-for-emergencies/survival-kit-supplies Teach students what to do in the case of a fire. <p>Make sure students know what to do at school if an emergency happens</p>	<p>Research/ Graphic Organizer/ Presentation</p> <p>Simulations</p>	<p>In groups, students will research and complete a presentation on an emergency (e.g. fire, flood, earthquake, accident) and will use a graphic organizer to describe the process they will use to respond.</p> <p>Teacher will introduce students to the STREAM method of responding to critical incidents. Students in groups will select one of the real-life scenarios shown below and simulate it by applying the STREAM method to respond appropriately.</p> <ul style="list-style-type: none"> <i>Kerry lives in a rural community with her grandmother. They had heavy rains all night that led to landslides which have overtaken sections of her home.</i> <i>Marsha and her family witnessed a car accident on their way home from school. The occupants of the automobile are injured.</i> <i>A delivery truck slammed into the light post in front of Matthew's home. The live wire is causing sparks of fire.</i> You are at home and you see a fire 	<p>Graphic organizers and presentations highlight a clear and accurate process for emergency response</p> <p>Simulations illustrate proficiency in the application of problem solving skill, along with appropriate value/virtue such as clear thinking, composure or resourcefulness in practising to respond appropriately to critical incidents</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>based on the Critical Incidence Management Plan supplied by the Safety and Security Unit of the Ministry of Education and Youth.</p> <p>What is a Critical Incident? A critical incident is a traumatic event that has enough power to overwhelm an individual's ability to cope (Critical Incident Management Plan, 2008).</p> <p>STREAM - Student's Response to Critical Incident</p> <ol style="list-style-type: none"> 1) Self: Student's first duty is to self. Aim for personal safety and protection from all incidents. Run away from not Run Towards. 2) Think: What can I do? What should I do? What should I NOT do? 3) Report: Students 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). 4) Ensure that your actions do not make things worse 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). 5) Aid only if trained in basic First Aid 	<p>Research/ Visual Arts</p>	<p>blazing from your neighbour's house.</p> <ul style="list-style-type: none"> • You come home from school and see that the door to your house is broken, and you think someone you don't know may be inside. <p>Students will work in groups to create a brochure or pamphlet of different emergencies (natural and man-made occurrences) and critical incidents. They will outline persons, groups and organizations that should be contacted for help in each situation. Contact information should include phone numbers, emails and website addresses. Pictures and diagrams should be used to enhance the appearance of the brochures/pamphlets. Brochures or pamphlets that receive the highest score based on the rubric provided will be copied and distributed to the student body.</p> <p>Reflective Questions:</p> <ul style="list-style-type: none"> • What can I do to stay calm when I am fearful in situations that will affect my safety and security? • How do my actions ensure my preparedness in emergencies? 	<p>Brochures and pamphlets are creative, informative and illustrate effective use of advocacy skill, along with appropriate value/virtue such as cooperation or composure, to promote appropriate responses to emergency and critical incidents among their peers</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>6) Maintain Calm: Keep the environment calm, to minimize confusion. Being anxious may increase your chance of panicking which might alter your judgment.</p> <p>Emergency Contacts in Jamaica Here is a list of the emergency services in Jamaica:</p> <ul style="list-style-type: none"> • Police - 119 • Fire - 110 • Ambulance - 110 • Air/Sea Rescue - 119 • Hurricane Update - 116 • Crime Stop - 1-888-991-4000 • Report A Crime – 311 • Office of Disaster Preparedness and Emergency Management (ODPEM)- (876) 906-9674-5 or (876) 754-9077-8 Toll Free:1-888-2255-637 FREE <p>Reporting Sexual Offences, Child Abuse or Missing Child Child Abuse Hotline 211</p> <p>Child Protection and Family Services Agency (CPFSA)- (876) 948-7206, 1-888-PROTECT</p> <p>Office of The Children’s Advocate (OCA) - (876)926-3225, (876) 948-1293</p> <p>Centre for Investigation of Sexual Offences and Child Abuse (CISOCA)- (876) 926-4079, (876) 906-5325</p>			

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>Local Mapping It is important to know well the areas you frequent (home, school, church) so that you know where to go in an emergency.</p> <p>Students should know the location and the direct contact number for the nearest police station and fire station to their residence and school.</p>			

SEXUALITY & SEXUAL HEALTH



SEXUALITY AND SEXUAL HEALTH – Grade 6 – TERM 2

REGIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
RS SSH1: Demonstrate 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"> 1. Display knowledge of the various components of human sexuality. 2. Develop strategies for coping with the various changes associated with puberty. 3. Assess traditional role expectations of boys and girls in our changing society. 4. Assess ways in which behaviour can be interpreted as being “sexual.” 	<ol style="list-style-type: none"> 1. Differentiating Between Sex and Sexuality 	<ol style="list-style-type: none"> 1. Understanding Human Sexuality 	<ul style="list-style-type: none"> • Coping with Puberty • Gender Role Expectations • Sexual Harassment Prevention
RS SSH2: 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"> 1. Critically analyse the key factors influencing sexual choices and experiences. 2. Demonstrate skills in communicating about sexual issues with parents and peers. 	<ol style="list-style-type: none"> 2. Sociocultural Influences 	<ol style="list-style-type: none"> 1. Dealing with Sexuality 	<ul style="list-style-type: none"> • What Positively Influences My Sexuality? • Communicating Sexual Issues with Parents
RS SSH3: 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"> 1. Critically analyse the risks that impact reproductive health. 2. Demonstrate an awareness of actions that can prevent injury to the reproductive organs. 3. Demonstrate knowledge of the potential challenges faced by adolescent parents and their families in raising a child. 4. Understand the risks associated with contracting HIV and STIs. 5. Set personal goals to minimise the risk of contracting HIV, cervical cancer, and STIs. 6. Demonstrate knowledge of risk to reproductive health associated with contracting HIV and other STIs. 	<ol style="list-style-type: none"> 3. Managing Reproductive Health 	<ol style="list-style-type: none"> 1. Reproductive Health 2. STIs, HIV and AIDS 	<ul style="list-style-type: none"> • Factors Affecting Sexual Health • Responsibilities of Child-rearing • Facts about STIs and HIV/AIDS

Regional Standards	Core Outcomes	Modules	Unit	Topics
RS SSH4: Utilize knowledge and skills to access age-appropriate sources of health information, products and services related to sexuality and sexual health	1. Demonstrate the ability to locate and utilise community resources that support the health, social and emotional needs of families.	3. Accessing Accurate, Age-appropriate Health Information	1. Health Issues	<ul style="list-style-type: none"> • Health Resources Available to Me

THEME: SEXUALITY AND SEXUAL HEALTH

MODULE 1: DIFFERENTIATING BETWEEN SEX AND SEXUALITY

Demonstrate 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.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the 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 6**Theme: Sexuality and Sexual Health**

Module 1: Differentiating Between Sex and Sexuality

Unit 1: Understanding Human Sexuality

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

1. Understand the changes associated with puberty.
2. Recognize the impact of gender roles on human sexuality.
3. Apply life skills to address inappropriate sexual advances and sexual harassment.

Core Values: **Moral Lenses-1. Respect for self 2. Respect for others 3. Positive outlook**
4. Stewardship/service

Topic 1: Coping with Puberty**Life Skills:** Social: Communication

Cognitive: Decision making

Coping: Self-awareness, Healthy Self-management, Coping with emotions, Coping with stress

Values/Virtues: Appreciation, Cleanliness, Self-acceptance, Responsibility, Self-respect, Care, Self-control

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"> • Explain the physical changes experienced during puberty • Express self-acceptance about the changes in their bodies associated with puberty • Maintain good personal hygiene 	<p>Puberty Puberty is the period when children begin to mature biologically, psychologically, socially and cognitively. Girls start to grow into women and boys into men. Puberty usually begins earlier in girls than in boys. Some children will begin this process earlier than others.</p> <p>The onset of puberty marks the passage of adolescence. Adolescence is a transitional period between childhood and adulthood.</p> <p>During puberty, girls develop breasts, produce ova and experience a menstrual cycle while boys develop muscles, experience wet dreams</p>	<p>Graphic organizer/ Resource persons/Video Presentations/ Journaling</p>	<p>As a class students will prepare a graphic organizer to explain the physical changes experienced in puberty. First, teacher will place the word 'puberty' on the board and students, in groups, will discuss the changes and complete the graphic organizer. Students will continue to complete the organizer to illustrate the feelings students may experience as a result of the changes during puberty.</p> <p>Students will then watch the following puberty videos for boys and girls or listen to a talk from a resource person. They will prepare questions to ask the resource person/teacher openly or place their question in the question box for the resource person/teacher. Teacher will facilitate discussion, provide feedback</p>	<p>Graphic organizer and responses in discussion reflect a clear and accurate understanding of the physical changes associated with puberty</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>to manage the changes associated with puberty</p> <ul style="list-style-type: none"> • Demonstrate the ability to use coping skills to manage the emotional and social challenges associated with puberty 	<p>(nocturnal emission) and changes in their voices. Both boys and girls experience changes in moods and feelings.</p> <p>Coping with puberty It is important to learn to manage the changes that occur in the body such as appearance, body odour, acne, discharge and others.</p> <p>Mood changes may also occur (limbic system) and when they do children may become upset easily and display signs of irritation, anger, confusion and sadness as well as a need for peer acceptance regarding dress, language, behaviour, emotions and appearance.</p> <p>It is important for children to not let their feelings control them. When negative feelings are overwhelming, practising healthy coping strategies will assist in managing emotions and minimize negative interactions with others that may result from inappropriate responses due to their mood swings.</p> <p>Examples of coping strategies: engaging in physical activity, eating well, discussing emotions with family/friends/religious leaders, listening to music, laughing, crying, taking part in hobbies, participating in school/community activities and reading books.</p>	<p>Creative Arts/Self-assessment</p> <p>Visual Arts/ Checklist</p>	<p>and clarify where necessary. Students will make necessary corrections or additions to the graphic organizer based on the discussion.</p> <p>Puberty Education – Puberty in Girls https://www.youtube.com/watch?v=oQZ4HLosRNw</p> <p>Wellcast – All About Boys Puberty https://www.youtube.com/watch?v=uDmTeU6H40s</p> <p>Students will record in their journals how their bodies are changing and express how they feel about these changes. Guided questions:</p> <ul style="list-style-type: none"> • What are the changes taking place in my body? • How do I feel about these changes? Why? • Why is it important to accept these changes? • What can I do to feel more comfortable about the changes I am experiencing during puberty? <p>Reflective Question: How do I take care of myself during puberty?</p> <p>How am I practising good personal hygiene during puberty? In same-sex groups, students will reflect on the question and develop a brochure or poster on “Good Personal Hygiene for Girls/Boys During Puberty”. They will use the poster/brochure as a guide to maintaining proper hygiene and report</p>	<p>Journal entries reflect self-awareness in identifying their feelings about the changes they are experiencing during puberty along with the value self-acceptance or appreciation for self</p> <p>Brochure/poster contains accurate information related to maintaining proper hygiene and reflects creativity along with appropriate value/virtue e.g. as cleanliness or responsibility</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
		<p>Brainstorming/ Graphic Organizer/ Journaling</p>	<p>At intervals on their ability to consistently follow the checklist.</p> <p>Students will reflect on the question “What are some of the emotional changes I am experiencing because of puberty?” and write their answers on the board to add to the graphic organizer from the first activity, to also illustrate the emotional changes associated with puberty.</p> <p>They will then break into small groups and brainstorm positive ways to cope with daily moods and emotions associated with puberty. They will add this information to complete the graphic organizer. Teacher will provide feedback and clarify/make referrals where necessary.</p> <p>Students will then develop a plan and select at least two activities they will do each day for one week. After one week, students will share how these activities affected their ability to cope with the changes in their bodies.</p>	<p>Students’ reports indicate effective use of healthy self-management skill and appropriate value/virtue e.g. cleanliness or responsibility to maintain proper hygiene</p> <p>Students’ reports indicate effective use of the steps in coping with emotions or coping with stress and appropriate value/ virtue e.g. self-control</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<ul style="list-style-type: none"> • professionals in areas previously dominated by females (nursing) • have household chores such as cleaning or shopping • more involved as caregivers • Teachers • Secretaries and administrative assistants • Hairstylists <p>Influences on gender role expectations: Family, peer groups and personal and religious beliefs impact gender roles. Common gender roles and expectations in society are that males must be independent, assertive, and competitive; while females are expected to be more passive, sensitive, and supportive. These beliefs have changed to some extent over the past twenty years within Jamaica and around the world.</p> <p>Social norms set roles for boys and girls, however, these expectations lead to gender stereotypes which are fixed ideas about men's and women's traits and capabilities and how people should behave, based on their sex.</p> <p>Gender stereotypes and biases can negatively affect our lives by limiting the involvement of boys and girls in activities that are usually dominated by the opposite sex.</p>		<p><i>He yelled, "Daddies fix lunch! I'm not playing with you anymore!"</i></p> <p>Stop the case study long enough to ask the class why Ronald thinks that only daddies can cook lunch.</p> <p><i>Ronald's father said, "You guys don't have to fight. Why not play something else?" But when Ronald suggested playing hospital and told Mary to be the doctor, she yelled, "Only boys are doctors!"</i></p> <p>Guided Questions:</p> <ol style="list-style-type: none"> 1. Why might Mary think that only boys can be doctors? How could that stereotype limit her in life? 2. If Ronald keeps on feeling that boys must do the cooking, how will he feel if he grows up and marries a woman who likes to cook? 3. If Mary keeps believing that girls cannot be doctors, do you think she will do well in math and science classes in high school? 4. If you were Ronald and Mary's babysitter, how could you help them learn that women and men can cook and be doctors? 5. Think about a situation when someone made a biased judgment about you or acted unfairly toward you because of your gender. How did the experience make you feel? 6. If you were placed in a similar situation what would you do differently? 	

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
		<p>Discussion/ Journaling</p>	<p>Students will engage in a class discussion, guided by the following questions:</p> <ol style="list-style-type: none"> 1. How many of you have ever been told you could not do something because you were a boy or a girl? 2. How did that make you feel? 3. What could you say to someone who tells you or someone you know that you cannot do something just because you are a boy or a girl? <p>Students will then reflect on the following questions:</p> <ul style="list-style-type: none"> • Do I accept that girls and boys share similar roles within the home? Why? • Do I believe that boys or girls are better at some activities? <p>They will record in their journals their feelings and beliefs about the gender roles/expectations in their homes and how these influence their views on who they will grow up to be. They will indicate what action they will take to ensure gender roles/expectations do not limit their career choices.</p>	<p>Students' responses indicate self-awareness in identifying their feelings and beliefs about gender roles/expectations and appropriate value/virtue e.g. equality</p>

GRADE 6

Theme: Sexuality and Sexual Health

Topic 3:

Sexual Harassment Prevention

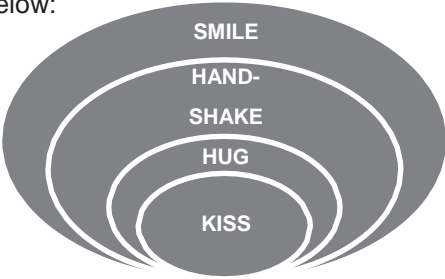
Life Skills:

Social: Communication, Assertiveness, Advocacy
 Cognitive: Refusal, Decision making, Problem solving
 Coping: Self-awareness

Values/Virtues:

Confidence, Courage, Respect

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"> • Explain what constitutes sexual harassment • Respond appropriately in situations of sexual harassment • Communicate to others their boundaries related to physical contact • Demonstrate the ability to use advocacy skill to increase awareness among their peers about preventing/handling sexual 	<p>Any kind of unwanted sexual attention such as unpleasant sexual comments and physical gestures that make you feel uncomfortable is called sexual harassment.</p> <p>Examples of Sexual Harassment</p> <ul style="list-style-type: none"> ✓ Sexually suggestive sounds or gestures such as writing, talking touching, sucking noises, winks, pelvic thrusts and “jooking” ✓ Repeatedly asking a person out for dates, or to have sex ✓ Touching, patting, pinching, stroking, squeezing, tickling, or brushing against a person ✓ An unwanted neck/shoulder massage ✓ Spreading rumours about a person’s sexuality ✓ Sexual ridicule (make fun of) ✓ Frequent jokes about sex or males/females ✓ Letters, notes, telephone calls, or material of a sexual nature <p>(Source: burro.cwru.edu/women/harassment/examples.html)</p>	<p>Discussion</p> <p>Case Scenario/ Roleplay</p>	<p>Students will brainstorm the term sexual harassment and compile a list of behaviours they observe in their everyday lives that they would consider to be sexual harassment. They will explain how they think these behaviours affect children. Teacher will clarify where necessary and provide other examples of actions that constitute sexual harassment.</p> <p>In groups, students will examine different scenarios and discuss how they would respond in each case. They will role-play their response.</p> <p>Example 1: <i>As Toya got on the bus, she saw her classmate, Jason. As she walked by, Jason tried to reach out and pull her skirt up. Toya put her hands on her skirt and sat on her seat. Before the bus drove off she noticed Jason was sitting behind her. He kept reaching under the seat trying to pull on Toya’s skirt. Toya told Jason, “Stop pulling on my skirt,” but Jason didn’t listen. Toya got nervous and began to cry. Jason called her a crybaby and finally stopped bothering her. The next day she didn’t take that bus.</i></p>	<p>Students’ responses reflect a clear and accurate understanding of behaviours that constitute sexual harassment</p> <p>Role-plays depict effective use of the steps in problem solving, decision making, or assertiveness skill and appropriate value/virtue e.g. courage or respect</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>harassment</p>	<p>Sexual harassment can cause serious emotional damage. It can affect one's self-esteem and self-confidence.</p> <p>A template for saying "no" to unwanted behaviour:</p> <p>When you: call me "dear", touch me, joke about my appearance, etc. (describe the behaviour you don't like)</p> <p>I feel embarrassed, angry, offended, uncomfortable, demeaned, etc. (describe your feelings)</p> <p>Because I want to be taken seriously, be respected etc. (say why the behaviour bothers you)</p> <p>Please call me by my name, don't tell offensive jokes, don't touch me, etc. (request the behaviour you want)</p> <p>- from World Bank "Working with Respect in the World Bank Group" (www.genderdiversity.cgjar.org/.../harassment/)</p> <ol style="list-style-type: none"> Speak clearly and honestly about how you feel when a behaviour or action is offensive Try not to ignore unpleasant behaviour Speak up about inappropriate behaviour or put it in writing to your teacher, guidance counsellor and parents 	<p>Stimulus Activity/ Simulation</p>	<p>Example 2: <i>One day at school Troy was using the bathroom. When he came out of the toilet stall, he saw two boys running out of the bathroom, laughing. Troy saw that someone had written sexual comments about him on the bathroom wall.</i></p> <p>Students will be given a "Boundary Circles" worksheet on paper as outlined below:</p>  <p>Teacher will also create a variety of "Person Cards"; enough cards for the class should be created to represent a variety of people whom students come into contact with in their lives, such as mom/ dad, brother/sister, aunt/uncle, grandma/grandpa, best friends, classmates, teacher, bus driver, ancillary worker/ security guard or other people in the community.</p> <p>"Person Cards" will be distributed to students. Each student will tape their "Person Card" where they would like to place them on the boundary circles. When finished, students will share their charts, explaining where they placed different people in the circles. In pairs,</p>	<p>Boundary circles indicate students' self-awareness in identifying their boundaries related to physical contact for each person</p> <p>Simulation illustrates proficiency in assertiveness skill and appropriate value/virtue e.g. courage</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
		Creative Arts	<p>they will choose one person from the circle and practise communicating with that person their rule about personal contact. They should reflect on the following questions before their simulation.</p> <ul style="list-style-type: none"> • How would you feel if someone from the smile circle hugged you? • Is it okay for someone to cross your boundaries? Why or why not? <p>Students will work in groups to create posters, videos, blogs or other material to educate their peers about sexual harassment and what they can do to address it. Posters will be placed on bulletin boards and other strategic places around the school while videos and blogs can be shared with the students after review.</p>	Materials reflect effective use of advocacy skill and appropriate value/virtue e.g. respect, to promote strategies for preventing/handling sexual harassment

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 in 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.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the 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 6**Theme: Sexuality and Sexual Health**

Module 2:

Sociocultural Influences on Sexual Behaviour

Unit 1:

Dealing with Sexuality

Learning Goals:

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

1. Understand the key factors influencing sexual choices and experiences
 2. Recognize factors that influence sexual expressions and decision making
 3. Demonstrate skills in communicating about sexual issues with parents/guardians
- Core Values: Moral Lenses-1. Respect for self 2. Respect for others 3. Positive outlook 4. Stewardship/service**

Topic 1:**What Positively Influences My Sexuality?****Life Skills:**

Social: Communication, Assertiveness

Cognitive: Critical thinking, Decision making

Coping: Self-awareness, Healthy Self-management

Values/Virtues:**Integrity, Decency, Honour, Morals, Respect**

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"> • Describe the term sexuality • Examine factors that influence their sexuality • Propose healthy expressions of sexuality • Demonstrate self-awareness by identifying ways in which 	<p>Sexuality includes all the feelings, thoughts, and behaviours of being female or male, how we express ourselves, our values and beliefs as well as how we think and act as males and females.</p> <p>Our sexuality is influenced by many social and psychological factors, including:</p> <ul style="list-style-type: none"> • biological health • drug use • culture • peers • goals • media • biological sex • self-esteem • self-confidence • religion 	<p>Discussion/Role Play/Concept Map</p> <p>Survey/ Discussion</p>	<p>Teacher will write the word sexuality on the board and draw a box around the letters s-e-x. Point out that s, e, and x are only three of the letters in the word sexuality.</p> <div style="text-align: center; border: 1px solid black; border-radius: 15px; background-color: #e0e0e0; padding: 5px; width: fit-content; margin: 10px auto;"> SEXUALITY </div> <p>Students will generate words or phrases they associate with the word sexuality. In groups, students will discuss and develop an explanation/definition for the term. Each group will share their explanation. Teacher will make clarifications where necessary.</p> <p>Students will create and conduct a survey among their peers to ascertain which factors the class considers to be most</p>	<p>Students' responses indicate an accurate and clear understanding of the term sexuality</p> <p>Students' responses indicate</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria																																				
<p>they can counter negative influences on their sexuality</p>	<ul style="list-style-type: none"> • age / life stage • gender <p>Understanding these factors helps us to appreciate everyone's unique sexuality.</p> <p>It is important for students to display positive behaviours which should be consistent with their beliefs and attitudes and not compromise their health.</p> <p>This isn't always easy as children are presented with messages from a wide range of sources, and as such, they need help to determine which messages are appropriate and how to cope with, and resist the influence of, negative messages.</p> <p>Healthy sexuality is fundamental to being human and includes being comfortable, discussing feelings and values, saying no to sex, having a positive self-image, maintaining self-respect, understanding feelings and emotions, feeling in control of one's body and choosing to express one's sexuality in a manner that shows respect for self and others.</p> <p>Suggested Skills:</p> <p>Decision making Skill</p> <ul style="list-style-type: none"> • Stop and think it through • Talk it over with a responsible person • Consider consequences • Decide 		<p>influential on their sexuality.</p> <p>Guided questions for discussion</p> <ul style="list-style-type: none"> • What does each factor mean? • How does each factor affect/influence how you feel, dress, behave and interact with your peers? • Can you think of other factors not yet mentioned? <table border="1" data-bbox="1209 509 1709 1024"> <thead> <tr> <th colspan="3" data-bbox="1209 509 1709 581">Factors that Influence Me (Tick only one column per factor)</th> </tr> <tr> <th data-bbox="1209 581 1472 621">Factors</th> <th data-bbox="1472 581 1591 621">Yes</th> <th data-bbox="1591 581 1709 621">No</th> </tr> </thead> <tbody> <tr> <td data-bbox="1209 621 1472 662">Peers</td> <td data-bbox="1472 621 1591 662"></td> <td data-bbox="1591 621 1709 662"></td> </tr> <tr> <td data-bbox="1209 662 1472 703">Religion</td> <td data-bbox="1472 662 1591 703"></td> <td data-bbox="1591 662 1709 703"></td> </tr> <tr> <td data-bbox="1209 703 1472 743">Media</td> <td data-bbox="1472 703 1591 743"></td> <td data-bbox="1591 703 1709 743"></td> </tr> <tr> <td data-bbox="1209 743 1472 784">Gender</td> <td data-bbox="1472 743 1591 784"></td> <td data-bbox="1591 743 1709 784"></td> </tr> <tr> <td data-bbox="1209 784 1472 824">Culture</td> <td data-bbox="1472 784 1591 824"></td> <td data-bbox="1591 784 1709 824"></td> </tr> <tr> <td data-bbox="1209 824 1472 865">Biological sex</td> <td data-bbox="1472 824 1591 865"></td> <td data-bbox="1591 824 1709 865"></td> </tr> <tr> <td data-bbox="1209 865 1472 906">Self esteem</td> <td data-bbox="1472 865 1591 906"></td> <td data-bbox="1591 865 1709 906"></td> </tr> <tr> <td data-bbox="1209 906 1472 946">Goals</td> <td data-bbox="1472 906 1591 946"></td> <td data-bbox="1591 906 1709 946"></td> </tr> <tr> <td data-bbox="1209 946 1472 987">Parents/Guardians</td> <td data-bbox="1472 946 1591 987"></td> <td data-bbox="1591 946 1709 987"></td> </tr> <tr> <td data-bbox="1209 987 1472 1024">Total</td> <td data-bbox="1472 987 1591 1024"></td> <td data-bbox="1591 987 1709 1024"></td> </tr> </tbody> </table> <p>Groups will collate the data and represent it on a chart and display it for the class to analyse. Students will discuss which factors seem to influence them the most and why. In groups, they will share how each factor influences their sexuality.</p> <p>Teacher will remind students to embrace factors that will help them improve or maintain good sexual health (if the negative factors are more dominant and may be controversial for this age group)</p>	Factors that Influence Me (Tick only one column per factor)			Factors	Yes	No	Peers			Religion			Media			Gender			Culture			Biological sex			Self esteem			Goals			Parents/Guardians			Total			<p>self-awareness in explaining how their sexuality is influenced by different factors</p>
Factors that Influence Me (Tick only one column per factor)																																								
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Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>REFUSAL SKILLS</p> <ul style="list-style-type: none">• Say ‘NO!’• Use a strong clear voice• Look directly at the person• Keep a straight face. Do not smile or nod your head• Move away or change the subject <p>ASSERTIVENESS SKILL</p> <ul style="list-style-type: none">• Start with an empathy statement about the behaviour, issue or situation• Say “I feel....” to express your feelings about the behaviour, issue or situation• Use “when” to be specific about what bothers you about the situation and “because” to state how the behaviour has affected you• Make a clear and honest statement, confidently and respectfully, of what you want to change by using “I need/would like/wish...”	<p>Discussion</p> <p>Journaling</p>	<p>seek necessary intervention).</p> <p>Students will be divided into groups to discuss the negative influences of one of the factors explored in class and used in the survey. Groups will look at the negative influence of the factor and identify the positive or appropriate behaviour/characteristic that should be displayed instead. Groups will share their recommendations with the class. Teacher will provide feedback as necessary.</p> <p>Example: Negative behaviour: musical lyrics influence me to curse Positive behaviour: Stop listening to that kind of music and practise using decent language</p> <p>Students will review the survey instrument and assess which factors influence them the most. They will then rank those factors. They will also review the negative influences resulting from each factor and determine which negative attitudes/ behaviours apply to them.</p> <p>In their journals, they will write how they feel about themselves based on their assessment and what changes they will make to improve attitudes and behaviours. New actions should include how they will incorporate the more positive influences in their lives.</p>	<p>Proposed responses to negative behaviours/ attitudes of sexuality represent positive and healthy expressions of sexuality and appropriate value/ virtue e.g. decency or respect</p> <p>Journal entries reflect students’ self-awareness through their ability to identify the influences and actions they will take to change their behaviours and counter negative influences</p> <p>Appropriate value/ virtue e.g. decency, integrity or morals reflected in the journal</p>

GRADE 6

Sexuality and Sexual Health

Topic 2:

Communicating Sexual Issues with Parents

Life Skills:

Social: Communication, Assertiveness
 Cognitive: Critical thinking, Decision making
 Coping: Self-awareness

Values/Virtues:

Openness, Respect, Confidence, Honesty

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"> • Explain why communicating with parents about sexual issues is important • Articulate feelings about communicating sexual issues with parents/guardians • Communicate sexual issues or concerns with parents/guardians 	<p>Children need to be able to communicate openly and effectively with their parents/guardians to maintain and improve healthy family relationships.</p> <p>Children begin to form ideas and beliefs about themselves based on how their parents/ guardians communicate with them. Open, honest and effective communication establishes respect and facilitates an enabling environment for the child to develop healthy, positive relationships with their peers, teachers and other individuals.</p> <p>Lack of communication between parent and child on sexual issues may cause children to seek information elsewhere such as from peers, the internet, including social media, and even questionable sources. This can lead to misinformation which will cause adolescents to make uninformed and unhealthy choices. Honest and open communication between adolescents and their parents helps to promote their child’s health and reduce their chances of getting involved in risky</p>	<p>Role play/ Discussion/ Concept Mapping</p>	<p>Students will observe a role-play of peers who have concerns that should be addressed by adults but instead were taken to other classmates. For example, someone said something of a sexual nature to make the child feel uncomfortable and now the child is feeling ugly or sad about the changes taking place during puberty.</p> <p>In groups, students will discuss the events from the role play and then explain the importance of conversing/sharing with parents issues related to their sexuality.</p> <div data-bbox="1276 946 1633 1284" data-label="Diagram"> </div> <p>Students will create a concept map in their journals to show the importance of communicating sexual issues with parents.</p>	<p>Students’ responses in discussion and concept map reflect effective use of critical thinking skill to provide an accurate explanation of why communication with parents about sexual issues is important</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>behaviours. While this may be hard or uncomfortable, for both parties, it is necessary.</p> <p>Parents should stay informed about issues concerning adolescent sexual and reproductive health, find opportunities to speak frequently with their children, be calm and open, not overreact and allow opportunities for their children to speak to a healthcare provider where necessary. Children and parents should speak about:</p> <ul style="list-style-type: none"> ✓ Healthy, respectful relationships ✓ Factual information about abstinence, sex, pregnancy, STIs/ HIV ✓ Where to access accurate health information <p>Children should be honest with their parents, feel free to ask any questions and be open to listening to the views of their parents even if they don't agree.</p> <p>Being assertive doesn't come naturally to everyone. Some people communicate passively, placing everyone else's needs above their own. Other people are aggressive; the way they communicate usually results in conflicts. An assertive style is a balance between these two.</p> <p>Children should not communicate with parents, teachers and other authority figures in the same way that they would with their peers. Parents are a</p>	<p>Game</p>	<p>Teacher will create a BINGO card with a variety of 'I feel.' statements that indicate how students may feel about communicating with their parents/ guardians about issues related to sex and sexual and reproductive health.</p> <p>Each student will be given one of the BINGO cards to reflect and complete on how they feel about communicating with parents/guardians on sexual matters. They will then mingle with their peers to find persons that match the statements on their cards. Students will put the names of their peers in the corresponding boxes and the first person to fill all the boxes will yell BINGO!!</p> <p>Statements will include:</p> <ul style="list-style-type: none"> • "I enjoy talking to my parents/ guardians." • "I feel nervous about discussing some issues with my parents." • "I feel afraid to talk about sex with my parents/guardians." • "I want to talk to my parents about sex." <p>Students will analyse their cards to share how they feel about the responses gathered. They will identify the areas they are most uncomfortable with and journal the reasons for their discomfort. Teacher will provide feedback and refer students where necessary.</p> <p>Using the scenarios below, students will practise communicating with their parents/guardians about issues related to</p>	<p>Cards and journal entries indicate self-awareness in identifying how they feel about communicating with their parents/ guardians on sexual issues and reasons for areas of discomfort</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>child’s primary authority and as such respect must be paid to them. When communicating with adultschildren can:</p> <ul style="list-style-type: none">• Give an opinion or say how they feel• Ask for what they want or need• Disagree respectfully• Offer ideas and suggestions• Say no without feeling guilty• Speak up for someone else <p>Being an effective listener:</p> <ul style="list-style-type: none">• Face the speaker and make eye contact• Use correct body language• Wait for the speaker to stop speaking before you speak• Ask the speaker to explain when you do not understand <p>Being an effective speaker</p> <ul style="list-style-type: none">• Face your listener and make eye contact• Be respectful with your words• Think and speak clearly and positively• Be conscious of your body language• Explain to others when they do not understand you <p>Communication needs to be effective and clear.</p> <p>I Feel Statements</p> <p>These statements take the form of “When you did ‘that’, I felt ‘this’ way. That ‘thing’ is a behaviour and ‘this’ is ‘the how’ you express your specificfeelings. Here are some examples:</p>	Simulation Pair-share/ Discussion	<p>sexual and reproductive health. Students can also create their own scenarios based on experiences. They will simulate talking with their parents/guardians and will be evaluated by their peers. Teacher can play the role of parent/guardian.</p> <p><i>Scenario 1: It was the final match of the netball interclass series. Lisa, the number one goal shooter, scored several goals for her class. She felt excited about the big win! However, as she made her way to the side of the court where the reserves were seated, she saw Tina pointing and the other girls snickering.</i></p> <p><i>She wondered what they were talking about, picked up her pace and began to run. Just as she got to where they were Tina said, “Lisa your breasts were jumping up and down on the court,” She giggled and continued, “Don’t you own a training bra?” Lisa thought, “Oh no! I am maturing too fast. I need to ask my mother how to stop it. How can I face my friends after this?”</i></p> <p><i>Scenario 2: Billy is going through puberty and is having difficulty coping with some of the changes. He is conscious that every morning when he gets up his penis is erect. Last week, his underwear and bed linen were wet. He is now wondering “What is happening to me? How do I tell my parents that I may be sick?”</i></p> <p>Students will be placed in pairs to think about three or four issues related to sexual and reproductive health that they would like to discuss with their parents.</p>	<p>Simulation illustrates confidence and effective use of communication skill as a speaker and as a listener as well as appropriate value/ virtue e.g. respect or openness</p> <p>Discussion with parents/guardians illustrates effective use of communication skill</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>“I felt embarrassed when you made fun of me in the changing room.”</p> <p>“I liked it when you helped me to understand that I am beautiful even with pimples.”</p> <p>“I feel hurt and am disappointed that I don’t feel comfortable talking about what Uncle Barry said”.</p> <p>Common Mistakes</p> <ul style="list-style-type: none"> • Not expressing a feeling, belief or judgment • Sending a disguised message • Only expressing negative feelings • Non-verbal body language contradicting the words. For example, smiling when sad. <p>The practice of these techniques (I statements, effective use of the steps in communication skill, avoidance of common mistakes) makes it easy for persons to express difficult feelings in a manner that is productive and respectful.</p>		<p>They will record the questions they would like to ask. Teacher will prepare a note to parents/guardians about the activity and ask that parents allow students to ask the questions and be open to discussion to build their child’s confidence to communicate on such issues.</p> <p>Parents/guardians will be reminded that it is okay to not have answers to the questions. To facilitate a healthy discussion, they will be invited to a class forum focusing on the topic: Parent-Child Communication: Promoting Healthy Sexual Behaviours in Our Youth. A sexual and reproductive health expert will be invited to present on the topic and the teacher and guidance will moderate the class forum. Note that the forum is for parents only.</p> <p>Following the forum, students will ask their questions at home and discuss concerns with parents who will rate their ability to apply the steps in communication skill (based on the rubric provided).</p> <p>After the discussion with parents/guardians, students will write in their journals how they feel about communicating with parents/guardians about sexual issues. They will highlight any positive feelings and interactions they experienced when communicating with parents/guardians.</p>	<p>and appropriate value/virtue e.g. confidence or honesty</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 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, 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.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the 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 6**Theme: Sexuality and Sexual Health**

Module 3: Managing Reproductive Health

Unit 1: Reproductive Health

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

1. Understand risks to reproductive health
2. Appreciate the challenges associated with child-rearing
3. Apply appropriate life skills to reduce risk and vulnerability to HIV and STIs

Core Values: **Moral Lenses-1. Respect for self 2. Respect for others 3. Positive outlook 4. Stewardship/service**

Topic 1: Sex is Risky**Life Skills:** Social: Communication, Refusal, Assertiveness, Negotiation

Cognitive: Critical Thinking, Decision making, Problem solving

Coping: Healthy Self-management

Values/Virtues: Decency, Respect, Self-restraint, Purity, Self-control, Morals, Integrity

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"> • Assess personal risk related to sexual behaviour • Analyse the health consequences of engaging in sexual activities • Encourage their peers to avoid engaging in sexual activities by promoting 	<p>Adolescence is generally a time of risk-taking as the pre-frontal cortex of the brain is not yet fully developed. This usually means that they rely on the amygdala of the brain to make decisions, control impulses and solve problems. The problem here is that this part of the brain is associated with emotions, impulses, aggression and instinctual behaviour.</p> <p>Adolescents are more likely to be involved in sexual activity if they:</p> <ul style="list-style-type: none"> • socialize with adolescents who approve of and encourage sexual activity • do not place enough value on education • have a poor relationship with their parents/guardians 	<p>Self-assessment (pre-test and post-test)</p>	<p>Give students a pre-test to be completed anonymously. The pre-test, "What Would Teens Do?" should feature 5-10 questions which would require students to check what they would do if asked to engage in any form of sexual activity. For example:</p> <ul style="list-style-type: none"> • If I am asked to engage in sexual activity, I will be able to refuse. • I can say NO to any request for sex from my friends of the opposite sex. • I know how to assertively reject any request to engage in sexual activity. • Only adults should engage in sexual activities. • I can walk away from anyone who encourages me to engage in sexual activity. • If someone was forcing me to have sex 	<p>Students' responses indicate proficiency in refusal, assertiveness, decision making and positive values/ beliefs in relation to adolescent involvement in sexual activity</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>the benefits of abstinence</p> <ul style="list-style-type: none"> Demonstrate the ability to use social or cognitive skills to refrain from sexual activity 	<ul style="list-style-type: none"> have little or no regard for religious values have low self-esteem <p>Personal risks associated with sexual activity:</p> <ul style="list-style-type: none"> STIs and HIV Cervical cancer Conflicts with parents who disapprove Loss of self-respect Adolescent pregnancy Abuse (physical, verbal, emotional and sexual) Emotional ill-health <p>Steps in refusal skill to assist students in practising refraining from sexual activities:</p> <ul style="list-style-type: none"> Say 'NO!' Use a strong clear voice Look directly at the person Keep a straight face. Do not smile or nod your head Move away Tell an adult <p>Possible pressure lines and responses:</p> <p>Pressure line: "Come on, everybody does it!" Response: "I don't care, I am not everybody. Besides, not everybody 'does it,' including some of the kids who say they do."</p> <p>Pressure line: "If you loved me, you'd go to bed with me." Response: "If you loved me, you wouldn't pressure me into doing something that I'm not ready to do."</p>	<p>Brainstorming/ Discussion</p>	<p>or other sexual activity, I would report it to my parents/guardian or a trusted adult.</p> <p>The teacher will collect papers and review students' responses to assess students' behaviours before the lesson. This pre-test will be re-administered as a post-test at the end of the unit to see how refusal and decision making skills (or anyother skill) may have impacted student responses/personal values.</p> <p>On a blank paper, each student will trace one hand on the paper. The teacher should ask students "What are the aspects of health?"</p> <p>Through brainstorming and questioning, students will relate aspects of health. Students should write on the paper the aspects of health.</p> <p>PHYSICAL — thumb. MENTAL — index finger. SOCIAL — middle finger, EMOTIONAL — ring finger SPIRITUAL — pinky finger.</p> <p>Students should label each finger on their traced hands appropriately and identify three examples of good health practices for each. Some examples may include the following:</p> <p>PHYSICAL — Exercise, nutrition, weight, hygiene. MENTAL — Study time, thought processes, decision making. SOCIAL — healthy relationships with parents, siblings, friends, peers. EMOTIONAL — Happy, peaceful, accomplished, contented, cheerful.</p>	<p>Health practices identified for each category are accurate and appropriate</p> <p>Consequences of sexual activities are accurate and aligned with the correct health category</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
			<p>In the same groups, students will then role-play ways in which to use refusal, assertiveness or decision making skill to respond to one of the pressure lines using the responses discussed. The pressure line and appropriate response(s) MUST be used in the scenario.</p> <p>Example of pressure lines:</p> <ul style="list-style-type: none"> • “Nothing bad will happen.” • “It will be our secret” • “It will be fun. Let’s try it!” 	<p>Role play includes appropriate responses to pressure lines and illustrates effective use of refusal, assertiveness or decision making skill and appropriate value/virtue e.g. self-restraint, morals or integrity</p>



Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>baby are also at high risk of mortality and morbidity.</p> <p>An adolescent girl is not ready for pregnancy or childcare; her body is not developed enough to bear the child and she would not have the skills necessary to meet all the demands of a growing baby.</p> <p>Caring for a baby requires a significant amount of money as it can get very expensive to pay for food, healthcare, education and other basic needs as the baby grows. Without strong family support, even for adults, this can be a challenge.</p> <p>Adolescents who get pregnant have often never considered the social costs; often, plans for the future may be put on hold to raise the baby. Adolescent mothers may drop out of school, which limits job opportunities and the ability to earn enough money to properly take care of the baby. An adolescent mother also has to put her social life on hold as she now has a baby to take care of. These unanticipated effects can become overwhelming for a young girl and often cause frustration, depression, stress, anxiety and resentment towards the newborn which can lead to neglect.</p> <p>Adolescents need to understand the serious and life-changing consequences of being sexually active.</p>	<p>Discussion/ Journaling</p>	<p>In class, students will think about the physical, social and emotional consequences of being pregnant and caring for a newborn. They will participate in a discussion with an adolescent mother from the Women’s Centre Foundation of Jamaica or the Eve for Life Mentor Moms Programme about how their lives changed once they became pregnant. Using what they have learned, students will then create an infographic to illustrate the physical, social and emotional consequences, on both boys and girls, of pregnancy and raising a baby.</p> <p>Students will discuss how being pregnant and caring for a baby can affect their own life. They will review their daily routines recorded in their journal and use what they learned from the discussion with the adolescent mother to highlight what aspect of their life would change. They will answer the following questions:</p> <ol style="list-style-type: none"> 1. How would pregnancy/caring for a baby affect my education and future? 2. What daily routines would change? 3. How would pregnancy/caring for a baby affect activities I enjoy participating in? 4. How would caring for a baby affect my friendships? 5. How would I provide financially for my baby? <p>Students will complete the following in their journals:</p> <p>“I am not ready to manage the</p>	<p>Students’ responses in discussion and journal reflect appropriate value/virtue e.g. aspiration or ambition and sound and valid reasons to justify why they are not ready to care for a baby</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>Preventing pregnancy Abstinence is not having sex and is 100% effective against pregnancy. Adolescents who are experiencing sexual feelings and are confused, should not be afraid to find a trusted adult to speak to. Keep your educational and career goals in mind and try to find positive activities to become more involved in.</p>	<p>Creative Arts</p>	<p>responsibilities of pregnancy and caring for a baby because...” “I will not participate in sexual activities because...” “I will avoid becoming an adolescent parent by...”</p> <p>Students will develop a poster, storyboard, cartoon, comic strip, and graffiti wall entitled “10 Reasons Not to Be an Adolescent Parent”. They will mount the material on the school compound.</p>	<p>Creative art pieces are informative, reflect creativity, include key messages and display effective use of advocacy skill, along with appropriate value/virtue e.g. wisdom or reason, to encourage their peers to avoid becoming an adolescent parent</p>

GRADE 6

Theme: Sexuality and Sexual Health

Topic 3:

Facts about STIs and HIV

Life Skills:

Social: Assertiveness, Advocacy
 Cognitive: Critical thinking
 Coping: Self-awareness, Healthy Self-management

Values/Virtues:

Clear thinking, Reason, Wisdom, Responsibility

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"> Analyse facts about HIV, HPV and other STIs Challenge myths associated with HIV and AIDS Explain the importance of immunization against HPV to prevent cervical cancer Advocate for the prevention of sexually transmitted infections through abstinence 	<p>Sexually Transmitted Infections (STIs) are infections that are passed from one person to the other through sexual contact.</p> <p>The most common conditions they cause are Gonorrhoea, Chlamydia, Syphilis, Trichomoniasis, Genital Herpes, Genital Warts, Human Immunodeficiency Virus (HIV) infection and Hepatitis B infection.</p> <p>STIs are caused by either a virus or bacteria. Those STIs such as Gonorrhoea Or Chlamydia caused by bacteria can be cured with antibiotics, however, STIs such as HIV and Herpes cannot be cured and as such medication can only treat the symptoms.</p> <p>HIV (Human Immunodeficiency Virus) is the virus that causes AIDS(Acquired Immune Deficiency Syndrome). It affects the body's immune system which protects us from disease.</p> <p>Persons who contract HIV develop AIDS when their immune system is</p>	<p>Questionnaire</p> <p>Research/ Game</p> <p>Visual Arts</p>	<p>This activity should be completed prior to class. Students will complete a questionnaire to assess basic knowledge of sexually transmitted infections:</p> <ol style="list-style-type: none"> What are sexually transmitted infections? How are sexually transmitted infections caused? Some sexually transmitted infections are _____ Sexually transmitted infections can be prevented by _____ <p>In groups, from given handouts, students will research facts on HIV, HPV and other STIs, including symptoms and effects of the STI and ways in which the assigned STI can be transmitted, prevented and treated. Using the information they have learned, they will create a quiz for their classmates. Groups will quiz each other for points.</p> <p>Teacher must review the quiz before administration.</p> <p>HIV Myth or Fact. Students will be divided into groups and will be given a series of incorrect statements related to HIV and AIDS:</p>	<p>Students' responses depict their prior knowledge of STIs.</p> <p>Quiz items and responses reflect a clear and accurate understanding of STI symptoms, prevention, transmission and treatment methods</p> <p>Fact sheet illustrates creativity and the use of facts to dispel myths</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>severely damaged and their body can no longer resist infection. If persons who have HIV take their prescribed medication, they do not have to develop AIDS and can live healthy and fulfilling lives.</p> <p>HIV is spread only through certain bodily fluids from someone who has been infected with HIV. These bodily fluids include blood, semen, vaginal fluids and breast milk.</p> <p>HIV cannot be transmitted through body fluids such as urine, sweat, tears and saliva, based on the level of the virus in these fluids.</p> <p>Ways HIV cannot be transmitted:</p> <ul style="list-style-type: none"> ✓ Casual kissing ✓ Mosquito bites ✓ Sharing eating utensils and plates ✓ Hugging and shaking hands ✓ Sleeping in the same bed ✓ Using toilets ✓ Sharing food or drink with someone ✓ Playing and talking ✓ Eating food cooked by someone who is HIV positive <p>How to prevent HIV infection</p> <ul style="list-style-type: none"> • Abstinence:100 % safe • Do not share or use unsterilized needles or razors • Apply Universal Precautions when exposed to blood (rubber gloves, 	<p>Resource Person/Pair-share/Letter writing</p>	<ol style="list-style-type: none"> 1. HIV is the same thing as AIDS. 2. You can contract HIV through casual, everyday contact, such as hugging, using the same bathroom, sharing clothing, eating food from, or sitting next to, someone who is infected with HIV. 3. You can contract HIV from the sweat, tears and urine of someone who is HIV positive. 4. You can tell when people are infected with STIs because they look unhealthy. 5. You can contract HIV from mosquito bites. 6. There is a vaccine to prevent HIV? <p>(Note: Facilitator can add or restructure statements). Students will create a fact sheet about HIV to dispel these myths. They will disseminate the fact sheet to their peers.</p> <p>Students will participate in a discussion with a representative from the Ministry of Health on the vaccination for the Human Papillomavirus (HPV). From the information learned students will answer the following questions:</p> <ol style="list-style-type: none"> 1. Why should girls get the HPV vaccine? 2. How can HPV affect boys and girls? <p>They will then be divided into pairs to convince each other of the importance of girls getting immunized against HPV to reduce their risk of cervical cancer.</p>	<p>related to HIV and AIDS</p> <p>Arguments in letters to justify vaccination are valid and appropriate and reflect appropriate value/virtue e.g. wisdom or responsibility</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>proper disposal of contaminated waste, general hygiene-wash hands etc.</p> <p>Women living with HIV infection have a much higher risk of cervical cancer than women not infected with HIV.</p> <p>Cervical cancer is the growth of abnormal cells on the cervix. Cancer of the cervix is the second most common leading cause of cancer-related deaths in women worldwide. 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.</p> <p>Cervical cancer can be prevented through immunization against the types of HPV that can cause this disease. 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 for free to girls in Grade 7.</p>	<p>Creative Arts</p>	<p>Girls will write a letter to their parents educating them about what they have learnt and the importance of the vaccination.</p> <p>Using a plain white shirt from home, students will design a shirt, using any of the themes (or others they create): <i>HIV is Preventable and Now You Know How! Stay Healthy: Prevent HPV! Protect yourself, Prevent HIV!</i></p> <p>The shirts should include facts about transmission and prevention of STIs and promote abstinence as the only method that is 100% effective.</p>	<p>Shirts depict creativity and effective use of advocacy skill and appropriate value/virtue e.g. reason or clear thinking to promote abstinence</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.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the 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 6**Theme: Sexuality and Sexual Health**

Module 4: Access Sources of Health Information and Services

Unit 1: Health Issues

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

1. Demonstrate understanding of where to access sexual and reproductive health services and information
2. Appreciate the need to access accurate and appropriate health information
3. Apply appropriate life skills to access age-appropriate sources of health information and services

Core Values: **Moral Lenses-1. Respect for self 2. Respect for others 3. Positive outlook**
4. Stewardship/service

Topic 1: Health Resources Available to Me

Life Skills: Social: Communication, Empathy
 Cognitive: Critical thinking, Problem solving, Decision making
 Coping: Self-awareness, Healthy Self-management

Values/Virtues: Responsibility, Confidence, Education

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"> • Assess sources of health information and the available services in their communities • Analyse minors' rights as they relate to accessing reproductive health information 	<p>Health Resources Resources that can help with health, social and emotional problems for members of the family, the school and the community.</p> <p>Adolescents need age-appropriate information to reduce their vulnerability to reproductive health issues and build their resiliency. They need to be equipped with skills to access information and services, especially in cases where these services are not easily accessible due to location.</p> <p>The Ministry of Health in Jamaica is responsible for ensuring the provision of adequate, effective and efficient</p>	<p>Research/ Field Trip/ Presentation</p>	<p>Prior to class, students will identify at least three locations in their communities offering health information/services and the type of service being offered.</p> <p>In groups, they will be given the names of the various health resource centres they have identified to collect location information, types of services provided and how families and friends can access these services. Students should be accompanied by a parent or trusted adult.</p> <p>They will bring this information to the class and conduct a presentation. Students will discuss their experiences while collecting this data. From the information gathered by all the students, each student will map health and other</p>	<p>Students' responses in discussion and inputs on the map accurately illustrate health information and services available in the community</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>old are not able to access services without the consent of a parent or guardian.</p> <p>Even though doctors, nurses or health care providers cannot discuss a patient's conversations, physical examination, medical history, and test results with other people, even the patient's parents, they are required by law to report if a child is harming himself/herself or others, or if they are at risk of being harmed by others.</p>	<p>Role Play</p>	<p>information.</p> <p>Following the discussion, students will then write in their journals three new things they learned from the presentation and state at least two reasons why it is important that they have accurate and appropriate reproductive health information.</p> <p>Reflective Questions:</p> <ul style="list-style-type: none"> • Why is it important for me to access appropriate reproductive health information? • How do I feel about my responsibility to access reproductive health information? <p>In groups, students will write on a strip of paper questions about an aspect of reproductive health that they would like to know more about. Teacher will redistribute the questions to different groups who will role-play how they would access the desired information from a health care provider, parent or Guidance Counsellor using the steps in the life skill communication.</p>	<p>should have accurate and appropriate reproductive health information and include appropriate value/virtue e.g. responsibility or education</p> <p>Role play illustrates effective use of the steps in communication (being an effective speaker) skill and appropriate value/virtue e.g. confidence</p>

APPROPRIATE EATING & FITNESS



APPROPRIATE EATING AND FITNESS – Grade 6 – TERM 3

REGIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
<p>RS AEF1: Build individual capacity to make healthy eating choices throughout the life-cycle and reduce the risk factors associated with the development of lifestyle diseases.</p>	<ol style="list-style-type: none"> 1. Assess personal eating habits. 2. Appreciate the importance of selecting nutritious foods for a healthy lifestyle. 3. Make appropriate food choices to avoid risk factors associated with lifestyle diseases (e.g. excess salts, sugars, and fats). 4. Apply safe food-handling principles. 	<ol style="list-style-type: none"> 1. Making Healthy Choices 	<ol style="list-style-type: none"> 1. Healthy Eating 	<ul style="list-style-type: none"> • Eating Healthy: Balanced Meals • Eating for Brain Power • Handling Food Safely for Good Health
<p>RS AEF2: Demonstrate an understanding of fitness and its relationship to good health and quality of living.</p>	<ol style="list-style-type: none"> 1. Differentiate between exercise (aerobic capacity, flexibility, muscular strength, and endurance), sports fitness, and physical activity. 2. Make appropriate choices with respect to physical activity, and exercise to attain and maintain a healthy lifestyle. 3. Incorporate safety principles when engaged in physical fitness. 4. Design and implement an age-appropriate physical fitness plan. 	<ol style="list-style-type: none"> 2. Good Health and Quality Living 	<ol style="list-style-type: none"> 1. Benefits of Physical Fitness 	<ul style="list-style-type: none"> • Physically Active
<p>RS AEF3: Analyse the influence of socio-cultural and economic factors, as well as personal beliefs and choices related to appropriate eating and fitness.</p>	<ol style="list-style-type: none"> 1. Recognise the impact of socio-cultural and economic factors, as well as personal beliefs and choices related to eating and fitness behaviours. 2. Assess the nutritional value of culturally diverse foods. 3. Make varied choices to broaden experiences related to eating and fitness. 	<ol style="list-style-type: none"> 3. Factors Influencing Eating and Fitness 	<ol style="list-style-type: none"> 1. Factors Affecting Eating and Fitness 	<ul style="list-style-type: none"> • Food Culture Influence

REGIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
<p>RS AEF4: Develop knowledge and skills to access age-appropriate sources of information, products, and services related to appropriate eating and fitness.</p>	<p>1. Demonstrate the ability to locate and utilise accurate, age-appropriate resources within the community, in regard to eating and fitness</p>	<p>4. Sourcing Information</p>	<p>1. Accessing Accurate Health Information</p>	<ul style="list-style-type: none"> Spotting Nutrition Facts

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.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the 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, Science

GRADE 6**Theme: Appropriate Eating and Fitness**

Module 1: Making Healthy Choices

Unit 1: Health Issues

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

1. Understand the importance of healthy eating to growth and development
2. Appreciate the importance of selecting nutritious foods
3. Use life skills to support safe food handling principles

Core Values: **Moral Lenses - 1. Respect for self 2. Respect for others 3. Positive outlook 4. Stewardship/service**

Topic 1: Eating Healthy Balanced Meals**Life Skills:** Social: Advocacy

Cognitive: Decision making, Critical thinking

Coping: Healthy Self-management

Values/Virtues: Self-Restraint, Responsibility, Self-Discipline

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"> • Differentiate between macronutrients and micronutrients • Examine how a balanced meal contributes to overall health • Justify the importance of eating healthily 	<p>Nutrients Nutrients are chemical substances that provide nourishment essential for the maintenance of life and growth. Food is mainly composed of four different nutrients: carbohydrates, fats, protein, and water. These are called macronutrients (macro = large) because our bodies need large amounts of these nutrients to function and thrive, whereas micronutrients, like vitamins and minerals, are needed in smaller amounts.</p> <p>Food contains a mixture of macronutrients and micronutrients.</p> <p>Macronutrients Macronutrients are largely found</p>	<p>Stimulus Activity/ Discussion</p>	<p>Students will be placed in groups. Each group member will be randomly given one sign with the name of a macronutrient or a micronutrient. Each group should have a mixture of both types of nutrients.</p> <p>The class will then engage in a guided discussion about macronutrients and micronutrients. After the discussion, students will separate macronutrients from micronutrients.</p> <p>Guiding questions:</p> <ul style="list-style-type: none"> • What are nutrients? • What are macronutrients? • What are micronutrients? • What is the difference between macronutrients and micronutrients? 	<p>Students' responses reflect a clear and accurate understanding of how to differentiate between macronutrients and micronutrients</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> Demonstrate coping skills to support eating healthily 	<p>in staples, food from animals and legumes and nuts:</p> <p>Carbohydrates: grains, potatoes, corn, sweet potatoes, fruits, milk, milk products, and milk alternatives. A small amount of carbohydrates is present in other vegetables.</p> <p>Fats: oils, nuts, butter, margarine</p> <p>Protein: lean meat and poultry, fish, soy, legumes (beans, lentils, etc.)</p> <p>Micronutrients Micronutrients are largely found in fruits and vegetables as well as fats and oils.</p> <p>Vitamins and minerals Vitamins and minerals together are called micronutrients (micro=tiny). They are called micronutrients because our bodies need them in smaller quantities.</p> <p>Vitamins and minerals differ from other micronutrients because they do not contain energy (calories). Vitamins and minerals help the body absorb the energy it gets from carbohydrates, fats, and protein.</p> <p>All of the micronutrients can be found in the foods that we eat. Sometimes supplements can be consumed in pill or liquid form especially when we do not consume enough micronutrients.</p> <p>Minerals such as calcium, iron, and</p>	<p>Research/ Presentation</p>	<p>Teacher will provide feedback and clarify where necessary.</p> <p>A food wheel highlighting the different food groups will be placed on the chalkboard.</p> <div data-bbox="1228 418 1696 787" data-label="Diagram"> <p>The food wheel is a circular diagram divided into seven segments, each representing a food group. Starting from the top and moving clockwise, the segments are: Fat and oils; Meat and proteins; Milk and dairy products; Vegetables; Fruit; Cereals, rice and potatoes; and Energy-providers food. In the center of the wheel is a small illustration of a person, and below it is the text 'Body-regulating food'.</p> </div> <p>Each group will be given one of the following nutrients: protein, carbohydrate, fats, vitamins and minerals. They will look at the food wheel and select the foods that have the nutrients given. They will then conduct research to do the following activities:</p> <ul style="list-style-type: none"> Create a slogan to highlight the importance of their nutrient State the illness or illnesses or deficiency disease that can occur if meals lack this nutrient. Prepare a lunch menu card reflecting a balanced meal. On the back of the card, the group will write a short paragraph about how a balanced meal contributes to overall health. <p>Each group will present their findings to the class. Teacher will clarify where</p>	<p>Presentations reflect accuracy of information and a clear and accurate understanding of how a balanced meal contributes to overall health</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>sodium are more abundant and can be found in many types of foods. Sodium (salt), in particular, can be found in many food sources, both processed and unprocessed. Over time, consuming too much sodium may lead to high blood pressure which is a risk factor for stroke, heart disease and kidney disease.</p> <p>Consuming too much sugar can lead to diabetes and other serious illnesses. It is important to decrease the number of sugary foods and drinks consumed.</p> <p>Key to eating healthily</p> <ol style="list-style-type: none"> 1. Eat a variety of foods from each food group every day. 2. Eat fruits and vegetables at every meal and snack. 3. Go for whole grains when choosing foods from the grains food group. 4. Choose lean protein sources and avoid processed and fast foods. 5. Limit foods and beverages with added sugars. 6. Use the foods that are available to maintain a balanced diet. Eat from fruit trees at home. 7. Choose to have water when eating foods that are already rich in sugar. 8. Choose healthier preparation methods; for example, baked chicken instead of fried chicken. 	<p>ICT/ Discussion/ Forced Debate</p> <p>Group project</p>	<p>necessary.</p> <p>Students will view two videos and participate in a guided discussion about the need to eat healthily. Guiding question:</p> <ol style="list-style-type: none"> 1. Why is it important to eat healthily? 2. What are some consequences of eating too much sugar/sodium? <p>“Six Signs You’re Eating Too Much Sugar” https://www.youtube.com/watch?v=bgtlwTbhJBY</p> <p>“Five Signs You’re Eating Too Much Salt” https://www.youtube.com/watch?v=edN4mTTU7ql</p> <p>Students will then be divided into pairs and participate in a forced debate to justify the need to eat healthily.</p> <p>Teacher will use the following questions to guide students’ reflection:</p> <ol style="list-style-type: none"> 1. How can I benefit from a balanced diet? 2. How will I be affected by an unhealthy diet? <p>Students will work in pairs to log what they eat at school for a week. Each pair will be grouped with other pairs to form a small group to discuss what each person has eaten. The group will make recommendations to highlight what they can do to make the meals healthier where applicable.</p>	<p>Discussion points in forced debate include sound and valid arguments to justify the importance of eating healthily and appropriate value/ virtue such as responsibility</p> <p>Updated food logs reflect students’ ability to effectively use healthy self-management skill and appropriate value/ virtue e.g. responsibility or self-restraint to</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
			<p>Recommendations should include everyday foods that are available to students. For example, you may choose to consume water with your bun and cheese instead of having it with a sugary drink or lettuce may be added to a chicken sandwich. The pairs will monitor each other for another week, this time taking the recommendations into account. Students will meet again in their groups to discuss the updated food log. Each group will choose one of the healthy food logs to share with the class, they will explain the log using the steps of healthy self-management skill.</p> <p>Guiding questions:</p> <ul style="list-style-type: none"> • What foods are bad and good for your health? • What are the consequences of eating these foods? • Which foods will make you healthy? Or • What changes can be made to make the meal healthier? <p>Teacher will provide feedback and clarify where necessary.</p>	<p>support eating healthily</p>

GRADE 6**Theme: Appropriate Eating and Fitness****Topic 2:****Eating for Brain Power****Life Skills:**

Social: Advocacy
 Cognitive: Decision making
 Coping: Healthy Self-management

Values/Virtues:

Responsibility, Sacrifice, Self-Discipline, Commitment

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"> • Differentiate between protein-rich and carbohydrate-rich foods • Examine how their diets support brain power • Take steps to consume more foods that support brain development • Demonstrate the ability to use advocacy skill to encourage their peers to eat foods that support brain development 	<p>Protein-rich foods Protein is present in lean meat and poultry, fish, soy, and legumes (beans, lentils, peanuts, cashews, etc.) Protein is vital to the function of the brain, especially in growing children who need to be able to concentrate and focus on specific tasks. Protein also helps with the repair and growth of cells.</p> <p>A balanced diet is necessary; it is especially important to ensure that enough food rich in proteins is consumed.</p> <p>Carbohydrate-rich foods Carbohydrates are present in grains, potatoes, corn, sweet potatoes, fruits, milk, milk products, and milk alternatives. A small amount of carbohydrates is present in other vegetables. The body needs the energy carbohydrates provide, but it is important not to consume too many. Children need to have a diet that also supports brain power.</p> <p>Brain power foods The brain needs nutrients to work</p>	<p>Game/Creative Arts</p>	<p>Students will work in groups and participate in a game called Carbohydrate/Protein Hopscotch. They will need a clearly marked hopscotch diagram on a strawboard. Proteins will be assigned odd numbers and carbohydrates will be assigned even numbers.</p> <p>During the protein round, students will jump on odd numbers; during the carbohydrates round, students will jump on the even numbers. After the rounds, students in their groups will create paper cut-outs of foods that are protein-rich and carbohydrate-rich. They will paste the protein-rich foods in the odd-numbered slots and the carbohydrate-rich foods into the even-numbered slots.</p> <p>Each group will mount their completed displays with an explanation of how to differentiate between protein-rich foods and carbohydrate-rich foods.</p>	<p>Completed displays reflect a clear and accurate understanding of how to differentiate between protein-rich and carbohydrate-rich foods</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
		<p>Advocacy/ creative expression</p>	<p>Students will share crops and take them home to eat with their families and also sell them as part of fundraising activities at school. Students will log which foods they ate and report on their improvements in consuming more foods that support brain power, and how it felt to consume foods they produced.</p> <p><i>Teacher should guide students in cultivating foods with a short production time. Cash crops are a good option.</i></p> <p>Students will work in groups to assess the menu available at their canteen at school as well as foods often eaten at home or church. They will make recommendations for including more foods that support brain power. Students will subsequently create messages to promote eating for brain power. The messages may be presented in the form of a song, poem or dub poem. Platforms for the broadcast of the messages must be created.</p> <p>Teacher will provide feedback or clarify where necessary.</p>	<p>Creative pieces reflect effective use of advocacy skill and appropriate value/ virtue e.g. responsibility or sacrifice to encourage their peers to eat foods that support brain development</p>

GRADE 6

Theme: Appropriate Eating and Fitness

Topic 3:

Handling Food Safely for Good Health!

Life Skills:

Social: Advocacy
 Cognitive: Decision making, Critical thinking
 Coping: Healthy Self-management

Values/Virtues:

Cleanliness, Responsibility, Wisdom

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"> • Explain how safe food handling principles prevent food-borne illnesses • Inform persons of the importance of safe food handling principles • Display the ability to use critical thinking skill to address situations of unsafe food handling 	<p>Safe Food Handling Principles</p> <p>Be clean: Wash hands and surfaces often.</p> <p>Separate foods appropriately: Avoid cross-contamination. Cross-contamination is how bacteria spread from one food product to another.</p> <p>Cook thoroughly: Cook to proper temperatures. Foods are properly cooked when they are heated for a long enough time at a high enough temperature to kill harmful bacteria.</p> <p>Chill: Refrigerate foods quickly because cold temperatures keep most harmful bacteria from growing and multiplying.</p> <p>Safe food handling principles prevent food-borne illnesses by preventing food from becoming infested with bacteria that can cause illnesses.</p> <p>Germ is another word for bacteria. Bacteria are tiny organisms that can sometimes make our bodies sick. They are so small that they can get</p>	<p>Group work/ Discussion</p>	<p>In groups, students will conduct an experiment to test how safe food principles prevent food-borne illnesses. Three members from each group will rub one tablespoon of oil all over their hands, they will subsequently sprinkle sparkle, sand, dirt or cinnamon over their hands as well to simulate germs. Students will rub their hands together.</p> <p>Each group representative will wash their hands using a different method. Group Member A will wash with cold water and no soap. Group Member B will wash with warm water and no soap. Group Member C will wash with soapy water. Each group representative will be given a white piece of hand towel or white cloth, representing food to dry their hands with. Groups will explain the physical appearance of each towel. They will draw conclusions and explain the first principle of safe food handling to prevent food-borne illnesses. Students will then discuss other safe food handling principles and explain how all the principles prevent food-borne illnesses. Students will watch the following video for clarification: “Five Keys to Safer Foods” https://www.youtube.com/</p>	<p>Students’ responses reflect a clear and accurate understanding of how safe food handling principles prevent food-borne illnesses</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>into our food and bodies without being noticed. Bacteria can cause all kinds of illnesses.</p> <p>Quick Germ Facts:</p> <ul style="list-style-type: none"> • Harmful germs can be transferred from food to people, from people to food, or from one food to another. • These germs can grow quickly at room temperature and are usually invisible. So, food may look okay but still not be safe to eat. • One little germ can multiply quickly and grow into over 250 in two hours and over 8 million in just a day. • Generally, foods from animals and unwashed vegetables and fruit all contain germs that can cause food poisoning. • The most common sources are meats, poultry (chicken and turkey), eggs, milk and shellfish (lobster, mussels, etc.) <p>The most common bacteria that cause food-borne illnesses are:</p> <p>Salmonella is found in raw or undercooked meat and poultry (chicken and turkey), eggs, and unpasteurized milk. It can also come from raw vegetables and fruits that have not been washed.</p> <p>Listeria is a bacteria that can be found in foods like hot dogs, deli sandwich meats and all raw or undercooked meat. It can also come from soft cheeses.</p>	<p>ICT/ Infographics/ Presentations</p> <p>Case scenarios</p>	<p>watch?v=ONkKy68HEIM</p> <p>Guiding question: How do safe food handling principles prevent food-borne illnesses?</p> <p>Teacher will provide feedback and clarify where necessary</p> <p>Students will interview their peers to determine what safe food-handling principles they utilize and what unsafe food-handling practices they often observe. They will then work in groups to prepare infographics which they will use to promote the importance of safe food handling principles at school and home. They will display their materials in the HFLE Corner and share them during PTA meetings and devotion where they will educate persons on safe food handling principles and their importance to health.</p> <p>Teacher will use the following question to guide students' reflection:</p> <p>Why is it important to use safe food handling principles? Teacher will provide feedback and clarify where necessary.</p> <p>Students will work in groups to assess and respond appropriately to the following case scenarios in which safe food handling principles have been breached. Responses may be presented in a role-play or written dialogue.</p> <p><i>Mary started to fry some chicken but was</i></p>	<p>Infographics and presentations include accurate information, key messages and appropriate value/ virtue e.g. cleanliness or responsibility to inform persons of the importance of safe food handling principles</p> <p>Responses to case scenarios reflect proficient use of critical thinking skill along with appropriate value/ virtue e.g. cleanliness or</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>Campylobacter camps out in raw eggs (don't eat cookie dough), unpasteurized milk and cheeses, raw or undercooked meat, raw vegetables, shellfish, and untreated water.</p> <p>E. coli can be found in many foods, such as unwashed callaloo that hasn't been pasteurized. This is because it comes from the guts of animals which leave their faeces on the ground.</p> <p>Leptospirosis is bacteria spread through the urine of infected animals, which can get into water or soil and can survive there for weeks to months. Often transported by rats or mice.</p>		<p><i>not able to fry all of it so she put the raw and fried meat in the same container and placed it in the fridge.</i></p> <p><i>John got up to prepare his breakfast with the bread that was left on the countertop. Just when he was about to bite into his sandwich, he realized that it had already been bitten.</i></p> <p><i>Juanita had a sudden urge to go to the bathroom, so she decided to go with the apple she was eating in her hand.</i></p> <p><i>Mark is hungry so he decided to eat the beef he was preparing before the recommended cooking time passed.</i></p> <p>Reflective Question:</p> <p>Why do I need safe food handling practices?</p> <p>How does my handling of food put me at risk of food-borne illnesses?</p> <p>Teacher will provide feedback and clarify where necessary.</p>	<p>wisdom to address situations of unsafe food handling</p>

THEME: APPROPRIATE EATING AND FITNESS

MODULE 2: GOOD HEALTH AND QUALITY LIVING

Demonstrate 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 promotes 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)
- Social skills (communication, 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.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the 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

GRADE 6**Theme: Appropriate Eating and Fitness**

Module 2:

Good Health and Quality Living

Unit 1:

Benefits of Physical Fitness

Learning Goals:

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

1. Understand the importance of healthy exercise and fitness habits
2. Appreciate the benefits of exercising and keeping fit
3. Use life skills to encourage safety during physical activity

Core Values:

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

Topic 1:**Physically Active!****Life Skills:**

Social: Communication

Cognitive: Decision making

Coping: Self-awareness, Healthy Self-management

Values/Virtues:**Commitment, Assiduousness, Responsibility, 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"> • Explain how physical activity benefits physical and mental health • Describe how to keep safe during physical activities • Propose strategies for improving their participation 	<p>How Physical Activity Benefits Mental Health</p> <ul style="list-style-type: none"> • Higher self-esteem: Regular physical activity helps us feel better about ourselves. • Stronger resilience: When faced with mental or emotional challenges in life, being physically active can help us to cope healthily. Being physically active can also help boost immunity and reduce the impact of stress. <p>How Physical Activity Benefits Physical Health</p> <ul style="list-style-type: none"> • Improves health • Produces hormones that cause happiness 	<p>Stimulus Activity/ ICT/ Discussion</p>	<p>Students will participate in a social experiment to examine how physical activity benefits them physically and mentally. The class will watch a dance video while sitting down in a frozen position for approximately two minutes. The video will be shown for a second time with the students doing the movements shown. Students will compare how they felt physically and emotionally while they were physically active versus how they felt when they were sitting still.</p> <p>Students will share their thoughts in small groups. They will then view the video entitled "Physical Mental and Overall Health Benefits...Exercise Improves Health" to clarify information. https://www.youtube.com/watch?v=-lwg-</p>	<p>Students' responses reflect a clear and accurate understanding of how physical activity benefits mental and physical health</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>in physical activities</p> <ul style="list-style-type: none"> • Demonstrate coping skills to support their ability to increase physical activity 	<ul style="list-style-type: none"> • Prevention of illness/diseases • Boosts immune system • Improves blood circulation and lung capacity • Prevents bone loss • Increases muscle strength • Controls weight • Reduces cholesterol • Gives you energy • Improves sleep. Even short bursts of physical activity in the morning or afternoon can help regulate sleep patterns. <p>Physical activity Includes sports and games as well as things like gardening, doing laundry, walking, running, skipping and playing football.</p> <p>Clearance for Physical Activities A doctor must be consulted to ensure that one is cleared to engage in physical activities as well as the type of activities that one may engage in and the level of engagement. Some people have medical conditions that may prohibit them from engaging in some types of physical activities.</p> <p>Tips for Increasing Physical Activity</p> <ul style="list-style-type: none"> • Plan structured exercise • Use opportunities in daily routines to increase physical activity such as using the stairs instead of an elevator. • Walk short distances instead of taking a taxi when possible or safe to do so 	<p>Discussion/ ICT</p>	<p>35Xo_o Reflective Questions:</p> <ul style="list-style-type: none"> • How do I feel emotionally when I am physically active? • How do I feel physically when I am physically active? • How can I benefit emotionally from being physically active? <p>Sample Dance Video: “Just Dance 2018 Rockabye” https://www.youtube.com/watch?v=tNUtAzh-C2U</p> <p>Students will be placed in groups and assigned different types of sports and physical activities that represent different types of physical activities (aerobic, muscle strengthening and bone strengthening) such as dancing, running, riding a bicycle, playing football, playing netball, gymnastics, swimming and others. Students will discuss their assigned activity and determine important safety tips to follow during these activities. Groups will share their answers. Students will record general safety tips for physical activities as well as safety procedures specific to types of sports and other physical activities. The following video can be shown to aid discussion:</p> <p>Sports Safety- Prepare. Prevent. Play https://www.youtube.com/watch?v=H9gM8F17KYk</p> <p>Teacher will provide feedback and clarify where necessary.</p>	<p>Students’ responses reflect a clear and accurate understanding of how to keep safe during physical activities</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
			<p>activities; they will also write a reflective piece to express their feelings about this experience and how physical activity has improved their physical or mental health. They will also include safety measures they practised during the period. Students will report on their progress at intervals.</p> <p>Reflective Questions:</p> <p>How have I committed to improving my involvement in physical activities?</p> <p>What more can I do to increase physical activity in my daily life?</p> <p>How do I feel about myself since I have become more active/</p> <p>How has physical activity improved my physical or mental health?</p>	<p>to support their ability to increase physical activity</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.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the 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

GRADE 6**Theme: Appropriate Eating and Fitness**

Module 3: Factors Influencing Eating and Fitness

Unit 1: Factors Affecting Eating and Fitness

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

1. Understand the impact of factors affecting eating and fitness behaviours
2. Appreciate the nutritional value of culturally-diverse foods
3. Utilize life skills to extend experiences related to eating and fitness

Core Values: **Moral Lenses-1. Respect for self 2. Respect for others 3. Positive outlook 4. Stewardship/service**

Topic 1: Food Culture Influence**Life Skills:** Social: Communication

Cognitive: Critical thinking, Decision making, Problem solving

Coping: Healthy Self-management, Self-awareness

Values/Virtues: Moderation, Responsibility, Self-discipline

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"> • Examine how personal beliefs, socio-cultural and economic factors influence eating and physical activity habits • Assess the nutritional value of a variety of foods • Express how 	<p>Factors that Influence Our Eating Habits</p> <ul style="list-style-type: none"> • Cultural assumptions about ideal body image • Eating habits of family and community members • Types of foods cultivated in our town/country/region • Economic status of a country, community or family • Religious beliefs; for example, Rastafari, Seventh Day Adventists and Jews do not eat pork • Traditional eating habits, for 	<p>ICT/ Presentation/ Discussion</p>	<p>Students will watch a video presentation entitled, “Jamaican Foods” shown on the YouTube link below: https://youtu.be/4V-IGI3zPiU A discussion will follow using the following guided questions:</p> <ul style="list-style-type: none"> • How do our ancestors such as the Indians and Africans influence the way we eat? • How do religious beliefs influence the way we eat or what physical activities I can participate in? • How does the economic status of my family affect what I eat and what physical activities I engage in? • How do my own beliefs impact my eating and physical activity habits? <p>Students will use their responses and those of their peers to create a graphic</p>	<p>Students’ responses reflect a clear and accurate understanding of how personal beliefs, socio-cultural and economic factors that influence eating and fitness habits</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>they feel about their eating or physical activity habits</p> <ul style="list-style-type: none"> • Demonstrate the ability to use social or coping skills to support changing poor eating habits influenced by socio-cultural and economic factors 	<p>example, Indians use curry widely in meal preparation and Africans traditionally use a lot of spices in their food</p> <ul style="list-style-type: none"> • Health issues: allergies, special dietary needs • What the media says about food <p>The Caribbean is considered a melting pot of cultures. The diverse ethnic groups brought with them unique foods that have influenced how and what we eat.</p> <p>Jamaica’s Food-Based Dietary Guidelines cover six food groups – Fruits, Vegetables, Staples, Legumes and Nuts, Food from Animals and Fats and Oils.</p> <p>Lifestyle diseases such as hypertension, diabetes and cardiovascular diseases are often concentrated within different groups of people primarily because of the depth of the influence culture has on eating and fitness habits. It is important to make a targeted effort to break cultural influences and traditions that support poor eating and fitness habits.</p>	<p>Research/ Report</p> <p>Journaling/Case scenarios</p>	<p>organizer that illustrates how socio-cultural and economic factors, as well as personal beliefs, impact eating and physical activity habits. Students will note the factors that negatively impact these habits.</p> <p>Teacher will provide feedback and clarify where necessary.</p> <p>Students will work in groups to research and report the nutritional value of a variety of unprocessed foods. Students will take samples of or pictures of the different foods to class. Foods selected should represent a variety of local foods and international foods accessible in Jamaica. Reports will be presented in the form of ‘healthy plates’ where students will combine different foods to create balanced meals.</p> <p>Teacher will provide feedback and clarify where necessary.</p> <p>Students will then review their assessment of their eating and fitness habits and the factors that influence these habits. In their journals, they will express how they feel about their assessment, paying close attention to how the negative influences impact what they consume regularly. They will also include what actions they are willing to take to improve negative eating and fitness habits.</p>	<p>Reports reflect accuracy in the nutritional value of a variety of foods; ‘healthy plates’ reflect a balanced meal</p> <p>Journal entries reflect self-awareness in identifying their feelings about eating habits and behaviours they are willing to take to change negative eating and fitness habits;</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
			<p>Reflective Questions:</p> <p>What can I do to help change cultural habits that result in poor eating and fitness habits?</p> <p>Teacher will provide feedback and clarify where necessary.</p> <p>Students will then critique case scenarios highlighting poor eating habits influenced by culture and complete or rewrite the scenario by writing appropriate responses that the character should take.</p> <p><i>Mass Joe decides that he must eat eight dumplings with each meal because that is what he saw his father do.</i></p> <p><i>Jhemmimi refuses to eat unless she can drink a glass of sugary beverage with each meal.</i></p> <p><i>Joeko will eat only fried chicken with rice and peas for dinner as that is what he knows dinner to be traditionally.</i></p> <p><i>Judy insists that her food must have a noticeable amount of salt and other spices as that is how her grandfather taught her.</i></p> <p><i>Jordane believes that he should take a nap immediately after eating as this is how he was raised.</i></p> <p><i>Moodie was always told by his family members that he does not need to exercise as he is very skinny.</i></p>	<p>New case scenarios reflect proficient use of problem solving skill, decision-making or healthy self-management skill, along with appropriate value/ virtue e.g. moderation or self-discipline, to support changing eating habits influenced by socio-cultural and economic factors</p>

THEME: APPROPRIATE EATING AND FITNESS

MODULE 4: SOURCING INFORMATION

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 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.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the 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

GRADE 6**Theme: Appropriate Eating and Fitness**

Module 4:

Sourcing Information

Unit 1:

Accessing Accurate Health Information

Learning Goals:

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

1. Understand the importance of accessing nutritional health services
2. Appreciate the nutritional health services available to them
3. Use life skills to support accessing credible sources of nutritional health information and services

Core Values:

Moral Lenses-1. Respect for self 2. Respect for others 3. Positive outlook
4. Stewardship/service

Topic 1:**Spotting Nutrition Facts****Life Skills:**

Social: Advocacy, Communication

Cognitive: Problem solving

Coping: Healthy Self-management

Values/Virtues:**Education, Credibility, Responsibility**

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"> • Investigate sources of factual, appropriate nutrition and physical activity information • Endorse the services offered by nutritional health stakeholders • Demonstrate the ability to use 	<p>To decipher whether information about eating and fitness is accurate we need to know where we can source reliable and valid content.</p> <p>Credible information about healthy eating and fitness can be found readily:</p> <ul style="list-style-type: none"> • The Ministry of Health website https://www.moh.gov.jm/ • The Regional Health Authorities through their websites and offices: <ul style="list-style-type: none"> Western Regional Health Authority http://www.wrha.gov.jm/ Northeast Regional Health Authority http://nerha.gov.jm/ South East Regional Health Authority http://www.serha.gov.jm/ 	<p>Research/ Discussion</p>	<p>In groups, students will research and discuss where they can get information to help address the following eating and fitness problems:</p> <ol style="list-style-type: none"> 1. Johnny is ill because he did not store his food properly. 2. Community X is a community that farms a lot of yams and potatoes. They also have many people who have diabetes and hypertension. 3. Mr. Jacobs wants his family to become more physically active but he is not sure what to do before starting or how to get them interested. 4. Jenny is a student who wants to learn how to make healthy choices from the foods available to her. <p>Teacher will use the following reflective question to guide students' reflection:</p>	<p>Students' responses reflect a clear and accurate understanding of where to get help and information to address eating and physical activity issues</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
			<p>of various health organizations that support appropriate eating and fitness. Information for resources can be received from places such as the Regional Health Authorities and local Health Centres.</p>	

MANAGING THE ENVIRONMENT



MANAGING THE ENVIRONMENT – Grade 6 – TERM 3

REGIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
<p>RSME1: Demonstrate understanding of the inter-relationships of a sustainable natural environment.</p>	<ol style="list-style-type: none"> 1. Describe basic functions and characteristics of a sustainable environment (e.g., water cycle, food chain, and carbon cycle). 2. Recognise ways human behaviour affects a sustainable environment. 3. Appreciate the value of a sustainable environment. 	1. Maintaining My Environment	1. Exploring Jamaica's Biodiversity	<ul style="list-style-type: none"> • Think Sustainability-Think You • Endemic Species • Water Consumption and Conservation
<p>RSME2: Demonstrate understanding of the environmental threats to the health and well-being of students, families, schools and communities.</p>	<ol style="list-style-type: none"> 1. Explore how the main factors contribute to the priority environmental health threats (e.g., agents, vectors, and hosts). 2. Appreciate the personal and collective role of students, their families, and communities in either increasing or reducing exposure to environmental health risks. 	2. Environmental Threats	1. Managing Health Threats	<ul style="list-style-type: none"> • Reducing Environmental Health Threats
<p>RSME3: Analyse the relationship between a sustainable and healthy environment, and the social and economic well-being of students, schools, and communities.</p>	<ol style="list-style-type: none"> 1. Demonstrate an understanding of the relationship between a healthy, sustainable environment and the quality of life in the school and community. 2. Describe the benefits of a healthy, sustainable environment as it relates to the socio-economic well-being of students, family, school and community. 	3. Sustaining the Environment	1. Caring for Our Environment	<ul style="list-style-type: none"> • Keeping My Environment Pest-free

REGIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
RSME4: 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"> 1. Demonstrate skills in selecting appropriate responses for reducing threats to the environment and priority environmental threats. 2. Describe the benefits of adopting sound practices for reducing environmental health threats in the home, school, and community. 3. Develop an age-appropriate plan to reduce environmental threats in the home and school. 4. Appreciate the need for students, families, and schools to work together to contribute to a healthy environment. 	4. Sustaining the Environment	1. Caring for Our Environment	<ul style="list-style-type: none"> • Creating and Managing a Litter Free Environment
RSME5: Develop knowledge and skills to access age-appropriate sources of information, products, and services as it relates to managing the environment.	<ol style="list-style-type: none"> 1. Demonstrate the ability to locate and utilise accurate, age-appropriate resources within the community, in regard to managing the environment. 	5. Sources of Information	1. Accessing Information on Managing the Environment	<ul style="list-style-type: none"> • Where Do I Go?

THEME: MANAGING THE ENVIRONMENT

MODULE 1: MAINTAINING MY ENVIRONMENT

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

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

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.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the 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, Social Studies, Science

GRADE 6**Theme: Managing the Environment**

Module 1:

Maintaining My Environment

Unit 1:

Exploring Jamaica's Biodiversity

Learning Goals:

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

1. Understand the inter-relationships of a sustainable natural environment
2. Appreciate the value of a sustainable environment
3. Apply appropriate life skills to reduce the impact caused by human exploitation of Jamaica's natural resources

Core Values:

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

Topic 1:

Think Sustainability, Think You

Life Skills:

Social: Advocacy

Cognitive: Decision making, Creative thinking

Coping: Self-awareness, Healthy Self-management

Values/Virtues:

Care, Appreciation, Respect, Responsibility

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"> • Examine issues affecting environmental sustainability and the benefits of preservation • Describes the need for environmental preservation practices • Advocate for the adoption 	<p>Sustainability is the practice of managing our natural resources in a manner that does not despoil, exhaust or extinguish the resources. Preservation is the action of conserving, protecting or restoring the environment.</p> <p>Basic Functions and Characteristics of a Sustainable Environment</p> <p>1. The Water Cycle The earth has a limited amount of water. The water cycle refers to the continuous movement of water from the ocean, to the atmosphere, then to the Earth and back to the ocean to commence the cycle again.</p>	Discussion	<p>Students in groups will examine issues concerning sustainability and discuss the benefits of preservation. They will draw an outline of an island on a sheet of blank paper. The island should include diverse places and features (use pictures or draw them), such as tourist attractions, forms of transport, cities, markets and weather. Students will then write as many environmental problems as they can on the map beside the places and features.</p> <p>The maps will be placed on the walls around the room or outdoors if the activity is done outside the classroom. The students will walk around the room/area in pairs or small groups and discuss the environmental problems on the islands and how preservation can alleviate or</p>	Worksheets reflect a clear and accurate understanding of issues affecting environmental sustainability and the benefits of preservation

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>of sustainable practices to preserve the environment</p>	<p>This cycle is made up of a few main parts: evaporation/transpiration, condensation, precipitation and collection.</p> <p>*Evaporation is when the sun heats water in rivers, lakes or oceans and turns it into vapour or steam. The water vapour or steam leaves the river, lake or ocean and goes into the air.</p> <p>Transpiration is the process by which plants lose water out of their leaves and it becomes vapour in the air.</p> <p>Condensation occurs when water vapour in the air gets cold and changes back into liquid, forming clouds.</p> <p>Precipitation occurs when so much water has condensed that the air cannot hold it anymore. The clouds get heavy and water falls back to the earth in the form of rain, hail, sleet or snow.</p> <p>Collection: When water falls back to earth as precipitation, it may fall back into the oceans, lakes or rivers or it may end up on land. When it ends up on land, it will either soak into the earth, becoming part of the “ground water” that plants and animals use to drink, or it may run over the soil and collect in the oceans, lakes or rivers where the cycle starts all over again.</p> <p>The ocean absorbs 25-30% of carbon dioxide (CO₂); therefore the more</p>	<p>Discussion/ Research/ Presentation</p>	<p>eliminate them. Students will record their discussion points on a worksheet.</p> <p>Focus Question: How does human behaviour affect environmental sustainability?</p> <p>Reflective and Guided Questions:</p> <ul style="list-style-type: none"> • What are the basic functions and characteristics of a sustainable environment? • What is my role in sustaining the environment? • How am I contributing to a sustainable environment with personal practices? <p>Sample worksheet questions:</p> <ol style="list-style-type: none"> 1. How many types of environmental issues did we find on the maps? 2. How many of these could be avoided? 3. Which environmental issue occurred most frequently? 4. Which feature or place was commonly affected among the maps? 5. What can we do to preserve our environment from these issues? <p>Students will participate in panel discussions on the importance of adopting sustainable practices to preserve the environment. Each group will supply a member to be a panellist. One student will act as moderator to guide the discussion using the following guided questions and reflective question</p> <p>Guided questions:</p> <ul style="list-style-type: none"> • How can students our age adopt sustainable practices? 	<p>Students' responses in panel discussion reflect sound and valid arguments regarding the need for sustainable practices</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>CO2 emitted into the atmosphere, the more the ocean will absorb. While this absorption helps to reduce the intensity of climate change on the atmosphere, when CO2 dissolves in the ocean it causes an increase in its acidity as it combines with water.</p> <p>This results in seawater becoming corrosive to the shells and skeletons of many organisms, causing serious consequences which unbalance the marine ecosystem. The water cycle is therefore a natural part of the environment and should not be disrupted.</p> <p>https://www.activesustainability.com/water/how-the-water-cycle-works/</p> <p>2. Food Chain (food web) Ecosystems are communities of plants and animals that live and have interconnected relationships in the same climate (arctic, desert, tropical) or environment (land, freshwater river or lakes, the ocean). Food webs comprise predator-prey relationships; an animal (predator) and the animal it eats (prey). Food webs comprise interconnected food chains. Chains are defined as the predator-prey and food source relationships between plants, which are the producers of food supporting life on Earth, animals that eat the plants, called primary consumers, and other animals that eat animals.</p> <p>3. Carbon Cycle</p>	<p>Project</p>	<ul style="list-style-type: none"> • Why is it important to practise sustainable activities? <p>Reflective Question: How can I promote advocacy among my peers as a response to sustainable practices for preserving the environment?</p> <p>Students will carry out a sustainability audit of their school to determine how well resources are being preserved. Each group will be responsible for a different aspect of the audit. For example, one group will gather information from staff members (e.g. the canteen persons, groundsmen, principal) about waste management, water preservation etc.</p> <p>Students will make presentations of their findings and suggest an environmental sustainability plan for the school to the class. Students can also write a letter with their recommendations to the teacher, grade supervisor, PTA, Principal or Board Chair.</p> <p>Areas of focus could include:</p> <ol style="list-style-type: none"> 1. Energy/Water Consumption 2. School buildings' sustainability features e.g. solar panels, wind turbines, improved insulation, and water recycling among others? 3. School Grounds: Do the school grounds support school gardens? 4. Food and Drink: Is food sourced locally? Does the school compost its food waste? Does the school grow any of its food? 5. Waste: What do/could the school 	<p>Presentations reflect effective use of the steps in advocacy skill, along with appropriate value/virtue e.g. care or appreciation, to encourage the adoption of sustainable practices to preserve the environment</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>This is the interconnected pathways through which carbon is recycled in the biotic and abiotic components of the biosphere. Carbon must be recycled through living organisms or it stays in the atmosphere. It cycles quickly between organisms and the atmosphere.</p> <p>Due to human activities, there is more carbon dioxide in the atmosphere today than in the past hundreds of thousands of years. Burning fossil fuels has released great quantities of carbon dioxide into the atmosphere. Cutting forests and clearing land have also increased carbon dioxide in the atmosphere because these activities reduce the number of organisms that use up carbon dioxide in photosynthesis. In addition, clearing often involves burning, which releases carbon dioxide that was previously stored in autotrophs.</p> <p>Human behaviour affects a sustainable environment Humans impact the environment in several ways, including 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. Some of the most common behaviours include: the destruction of habitats, deforestation, introduction of invasive</p>		<p>reduce, reuse, recycle or repair?</p> <p>Guiding question: What do you think the most common type of waste in the school kitchen bin would be?</p> <p>Reflective question: What can I do to sustain a healthy environment in my home, school and community?</p> <p>Students may also carry out a similar sustainability audit at home and make an improvement plan for their families to implement.</p>	

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>species, hunting and poaching, pet collection and the pet trade, polluting the air, land and sea.</p> <p>Benefits of sustainability:</p> <ul style="list-style-type: none"> • Economic benefits • Resources for future use • Supports the balance of nature <p>How to promote sustainable practices for the environment in schools and communities:</p> <ul style="list-style-type: none"> • Promote the protection, restoration and conservation of ecosystems, natural resources, goods and environmental services • Develop and implement plans to protect natural resources at school and community • Promote environmental management within the school and community, in collaboration with other groups/agencies • Implement plans in school communities on climate change and protection of the ozone layer • Active involvement in Health and Family Life Education and environmental clubs • Monitor the use and conservation of all resources such as water and energy <p>Sample resources archive.teachfind.com/ttv/static.teachers.tv/shared/files/11840.doc</p>			

GRADE 6

Theme: Managing the Environment

Topic 2:

Endemic Species

Life Skills:

Social: Advocacy, Communication
 Cognitive: Critical thinking, Decision making, Problem solving
 Coping: Self-awareness

Values/Virtues:

Care, Consideration, Respect, Responsibility

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"> • Distinguish between endemic species and exotic species • Describe the dangers associated with endemic species in Jamaica • Display appreciation for species endemic to Jamaica • Demonstrate the ability to use advocacy skill to encourage the protection of plants and animals endemic to Jamaica 	<p>Endemic species are indigenous, that is, they are native to the environment where they are found. Exotic species are those that have been introduced. There are a few plants and animals that are endemic to Jamaica. Many plants found in Jamaica have medicinal purposes and are used in the manufacture of medicine, cosmetics and general skin care.</p> <p>Exotic species are those species that are introduced to the environment. That is, alien species, exotic species, non-indigenous species, or non-native species living outside their native distributional range, having arrived there by human activity, either deliberate or accidental. Non-native species can have various effects on the local ecosystem.</p> <p>Endemic animals: include the Jamaican hutia, black-billed and yellow-billed parrot and the Jamaican iguana.</p> <p>Endemic plants: include Lignum Vitae, Poinciana and Hibiscus</p>	<p>Pictures/ Discussion</p>	<p>Students in groups will examine and discuss pictures of endemic and exotic species of plants and animals. They will explain the difference between the two types of species and categorize them accordingly. Students will record their discussion points and share them with the class.</p> <p>Sample pictures https://caribbeaninvasivespecies.weebly.com/ http://www.oas.org/dsd/iabin/component2/Jamaica/I3N-InstituteOfJamaica/Poster.pdf</p> <p>Sample Video - Species https://study.com/academy/lesson/endemic-plants-and-animals-definition-examples-quiz.html</p> <p>Discussion Questions:</p> <ul style="list-style-type: none"> • What does it mean for a species to be indigenous? • What animal or plant species do you know of that are endemic vs. exotic? • Why is it important to protect species? 	<p>Students' responses reflect a clear and accurate understanding of the difference between endemic and exotic species; species are placed in the correct category</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>(780 square km) of wilderness that supports thousands of tree and fern species, rare animals and insects, such as the Homerus swallowtail, the Western Hemisphere's largest butterfly and the Jamaican Boa snake.</p>			

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>the soil onto the rocks below. Sometimes due to high pressure, this water sprouts out in the form of springs. It can be obtained by digging wells and sinking tube wells among others.</p> <p>Consequences of Water Wastage Wasting water can lead to the destruction of aquatic environments, lack of agricultural productivity and scarcity of safe drinking water. The latter can result in dehydration and sickness. Overuse of water in homes also leaves less fresh water for use in agriculture. If plants cannot be watered due to shortages, crop yields are reduced and the food supply for humans and livestock is threatened.</p> <p>Consumption of Water: Every day, expensive imported chemicals are used in the water treatment process; electricity is used to pump water over hills and valleys, and pipes, pumps and other fittings are used to maintain a reliable service. This all comes at a cost. While the amount of water used varies depending on personal habits and water pressure, a typical single-family home in Jamaica uses between 3,000 and 5,000 gallons of treated water per month. Studies done around the world show that approximately 10% of the water used in homes is wasted because of leaks. These studies also show that water consumption within</p>		<p>watering the lawn, washing the car, etc.</p> <p>Students will research ways to determine flow rates of showers and toilets for example, by contacting manufacturers, doing online research and/or by calculation, using large, empty containers (to catch water) and a stopwatch (to time the amount of water collected per minute).</p> <p>At the end of the week, students will be placed in larger groups to collate their data using a chart (bar graph, histogram, pictograph among others) to compare and contrast water usage in different households. They will present to the whole group and explain their findings and conclusions.</p> <p>In the same groups, students will then discuss strategies that can be employed to conserve the amount of water used for each activity.</p> <p>Discussion Questions:</p> <ul style="list-style-type: none"> • Did you use water in any manner that was not listed on the data collection sheet? • Did you use more water or less water than you expected? • If you knew you would not have that much water, which activities would you eliminate and why? • Do you think you used water wisely? If not, explain what was unwise. • How could you use less water and still do all the activities listed in the data collection sheets? • Can you save water? How? • Why is it necessary for us to save 	<p>strategies for conserving water at school/home are suitable and practical and reflect appropriate value/virtue e.g. responsibility or consideration</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria								
	<p>an average household can be reduced by about 30% by using proper water-saving devices and good conservation practices.</p> <p>The National Water Commission suggests 4 basic ways to save water:-</p> <p>Economize: Be conscious of the amount of water you utilize and use less whenever you can.</p> <p>Fix Leaks: A leak of merely 1 drop per second, wastes 2,400 gallons per year. Most leaks are easy to repair with some basic know-how and a few simple tools.</p> <p>Use water-saving devices: There are several simple devices that can significantly reduce water usage. These include aerators, flow regulators and displacement devices.</p> <p>Re-use Water: Used water, such as at the kitchen sink and the washstand, is often suitable for other purposes. If this “grey water” is used more than once it saves water for other uses.</p> <p>Conserving Water:</p> <ul style="list-style-type: none"> • Check for leaks in pipes, hoses, faucets, bathrooms and kitchen. • Repair dripping faucets by replacing washers • Never throw water away • Take shorter showers 	<p>Checklist</p>	<p>water?</p> <p>Sample Water Tally Worksheet</p> <table border="1" data-bbox="1115 285 1608 483"> <thead> <tr> <th data-bbox="1115 285 1360 362">Activity</th> <th data-bbox="1360 285 1608 362">Water Consumed (gallons)</th> </tr> </thead> <tbody> <tr> <td data-bbox="1115 362 1360 402">Flush toilet</td> <td data-bbox="1360 362 1608 402">5-7</td> </tr> <tr> <td data-bbox="1115 402 1360 443">Take a shower</td> <td data-bbox="1360 402 1608 443">25-50</td> </tr> <tr> <td data-bbox="1115 443 1360 483">Wash dishes</td> <td data-bbox="1360 443 1608 483">20</td> </tr> </tbody> </table> <p>Reflective Questions: What can I do to conserve water? What behaviours do I need to change that contribute to over-usage or wasting of water?</p> <p>Using the strategies brainstormed to conserve water, students will create a ‘Water Conservation Checklist’ which they will use to monitor their efforts, and those of their family members, to reduce the amount of water wasted in daily activities. They will create a goal e.g. reduce the amount of water used in the home by 15%. After the assigned period students will present the completed checklist and calculation of water used. They will compare their worksheet with the previous worksheet and compare their water usage. They will reflect on their efforts to achieve their goal and indicate what new actions they can take to further improve their ability to conserve water.</p> <p>Reflective Question: How do I feel about complying with water conservation methods?</p>	Activity	Water Consumed (gallons)	Flush toilet	5-7	Take a shower	25-50	Wash dishes	20	<p>Checklist and worksheets and reflect effective use of decision making or problem solving skill, along with appropriate value/virtue e.g. stewardship or care, to comply with water conservation methods</p>
Activity	Water Consumed (gallons)											
Flush toilet	5-7											
Take a shower	25-50											
Wash dishes	20											

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<ul style="list-style-type: none"> • Turn off the water after you wet your toothbrush • When washing dishes by hand, don't leave the water running for rinsing • Don't let the faucet run while you clean vegetables • Keep a bottle of drinking water in the fridge. • Water your lawn only when it needs it • Don't run the hose while washing your car • Use a broom, not a hose, to clean driveways and sidewalks • Store rainwater for plants 			

THEME: MANAGING THE ENVIRONMENT

MODULE 2: ENVIRONMENTAL THREATS

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

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

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.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the 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, Social Studies, Science

GRADE 6 **Theme: Managing the Environment**

Module 2: Environmental Threats

Unit 1: Managing Health Threats

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

1. Understand environmental threats that affect the health and well-being of students, families, schools, and communities
2. Appreciate the personal and collective role of self and others in reducing exposure to environmental health risks
3. Apply appropriate life skills to reduce personal contribution to environmental health threats

Core Values: **Moral Lenses-1. Respect for self 2. Respect for others 3. Positive outlook
4. Stewardship/service**

Topic 1: **Reducing Environmental Health Threats**

Life Skills: Social: Advocacy
Cognitive: Problem solving, Critical thinking
Coping: Healthy Self-management

Values/Virtues: **Concern, Care, Consideration, Appreciation, 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">• Explain what is meant by environmental health• Examine factors threatening environmental health• Express concern about environmental health threats	<p>Environmental health is the science and practice of preventing injury and illness to humans from environmental sources and hazardous agents. It is the promotion of well-being by limiting exposure to physical, chemical and biological agents in the water, air, soil, food and any other medium in the environment that could affect the health of humans. Maintaining environmental health is critical to the quality of life and health.</p> <p>World Health Organization and Environmental Health Threats: Environmental factors are a root cause of a significant disease burden, particularly in developing countries.</p>	<p>Brainstorming</p> <p>Research/ Simulation/ Discussion</p>	<p>Students will brainstorm the meaning of the concept of 'environmental health'. They will watch the following video and then explain their understanding of the term.</p> <p>'What is Environmental Health': http://www.kesab.asn.au/litterless/wp-content/uploads/sites/8/pdfs/litter-scenarios-chart.pdf</p> <p>In groups, students will then simulate a radio or television program discussing factors that threaten environmental health.</p> <p>Each group will research and discuss one of the following topics (before class) and use two minutes each to broadcast</p>	<p>Students' responses reflect a clear and accurate understanding of the meaning of 'environmental health'</p> <p>Simulation reflects a clear and accurate understanding of factors that threaten environmental health</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> Advocate for support to address environmental health problems 	<p>An estimated 25% of death and disease globally, and nearly 35% in regions such as sub-Saharan Africa, is linked to environmental hazards. Some key areas of risk include the following:</p> <p>Unsafe water, poor sanitation and hygiene kill an estimated 1.7 million people annually, particularly as a result of diarrhoeal disease.</p> <p>Indoor smoke from solid fuels kills an estimated 1.6 million people annually due to respiratory diseases.</p> <p>Malaria kills over 1.2 million people annually, mostly African children under the age of five. Poorly designed irrigation and water systems, inadequate housing, poor waste disposal and water storage, deforestation and loss of biodiversity, all can be contributing factors to the most common vector-borne diseases including malaria, dengue and leishmaniasis.</p> <p>Vector-borne diseases are human illnesses caused by parasites, viruses and bacteria that are transmitted by mosquitoes, sand flies, triatomine bugs, blackflies, ticks, tsetse flies, mites, snails and lice. Every year there are more than 700,000 deaths globally from diseases such as Malaria, Dengue, Schistosomiasis, Chagas Disease, Yellow Fever, Japanese Encephalitis And Onchocerciasis.</p>	<p>Letter-writing/ Project</p>	<p>their main news item to create a 10-minute news broadcast (in-class activity). The news item should seek to educate the viewers on how the factor compromises environmental health.</p> <p>Factors Threatening Environmental Health</p> <ol style="list-style-type: none"> Unsafe Water, Poor Sanitation, Hygiene Indoor Smoke, Urban Air pollution Vector-Borne Diseases-Chikungunya, Zika, Malaria, Dengue Climate Change Unintentional acute poisonings <p>Sample Guided Questions</p> <ol style="list-style-type: none"> Why is this factor an environmental health threat? How does this factor affect our personal health? How has this factor affected children? <p>Students will identify at least two environmental health topics they are very concerned about and explain why. They will write a letter to their MP or the Honourable Prime Minister discussing their concerns and suggest actions or request support to address the issues.</p> <p>They will develop an action plan with at least two activities that the school or community can do to help protect the environment and their health. They will work together to develop an environmental health campaign to gain support for their cause and implementation of their proposed activities.</p>	<p>Letters and campaigns reflect appropriate value/virtue e.g. care or concern about environmental health threats and effective use of advocacy skill to gain support to address environmental health problems</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>The major vector-borne diseases, together, account for around 17% of all infectious diseases. The burden of these diseases is highest in tropical and subtropical areas and they disproportionately affect the poorest populations. Since 2014, major outbreaks of Dengue, Malaria, Chikungunya, Yellow Fever And Zika have afflicted populations, claimed lives and overwhelmed health systems in many countries.</p> <p>Urban air pollution generated by vehicles, industries and energy production kills approximately hundreds and thousands of people annually.</p> <p>Unintentional acute poisonings kill 355,000 people globally each year. In developing countries, where two-thirds of these deaths occur, such poisonings are associated strongly with excessive exposure to, and inappropriate use of, toxic chemicals and pesticides present in occupational and/or domestic environments.</p> <p>Climate change impacts, including more extreme weather events, changed patterns of disease and effects on agricultural production, are estimated to cause over 150, 000 deaths annually.</p> <p>Plans to reduce exposure to environmental health risks</p> <ul style="list-style-type: none"> • Housing: Ensure clean fuel for heating and cooking, no mould or 		<p>In groups, students create an infographic displaying plans to reduce exposure to environmental health risks using one of the following goals per group:</p> <p>Reflective Questions: How am I contributing to environmental health threats?</p> <p>What behaviours do I need to adopt to reduce environmental health risks?</p>	

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>pests, and remove unsafe building materials and lead paint.</p> <ul style="list-style-type: none"> • Schools: Provide safe sanitation and hygiene, free of noise and pollution and promote good nutrition. • Health facilities: Ensure safe water, sanitation and hygiene, and reliable electricity. • Urban planning: Create more green spaces and safe walking and cycling paths. • Transport: Reduce emissions and increase public transport. • Agriculture: Reduce the use of hazardous pesticides and no child labour. • Industry: Manage hazardous waste and reduce the use of harmful chemicals. • Health sector: Monitor health outcomes and educate about environmental health effects and prevention. <p>Since most environmental health risks to children occur in the home and community environment it is important to practise health-enhancing behaviours such as proper waste disposal.</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.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the 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, Social Studies, Science

GRADE 6**Theme: Managing the Environment**

Module 3:

Health and Wealth

Unit 1:

Sustaining a Healthy Environment

Learning Goals:

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

1. Understand the relationship between a healthy sustainable environment and the socioeconomic well-being of self and others
2. Appreciate the benefits of a healthy, sustainable environment on health and well-being
3. Use appropriate life skills to promote enabling activities for a sustainable environment

Core Values:

Moral Lenses-1. Respect for self 2. Respect for others 3. Positive outlook
4. Stewardship/service

Topic 1:

Keeping My Environment Pest Free

Life Skills:

Social: Advocacy

Cognitive: Problem solving, Decision making

Coping: Healthy Self-management, Self-awareness

Values/Virtues:

Responsibility, Appreciation, Care, Stewardship

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"> • Assess the effects of pests on the environment • Explain the integrated pest management approach • Examine the use of pest control methods • Change 	<p>Pest Control All living things have roles in the environment. Depending on their roles in food chains and food webs, living things can be producers, consumers, predators, prey or decomposers. Each of these roles is important.</p> <p>We call some living things pests because, when they are abundant, they can cause harm to our homes, schools, and health, and can be a financial burden. Some pests, such as mice, can be dangerous in our living space, because of their potential for spreading disease.</p> <p>5 Signs of an Infestation 1. Noise - While pests are quiet, they</p>	<p>Stimulus Brainstorm/ Discussion/</p>	<p>Students will brainstorm what makes something a pest and give examples. In groups, students will then read facts about one of the following pests and present information about its effects on humans and the environment. They will include reasons why the organism is considered to be a pest.</p> <p>Cockroaches: https://pestworldforkids.org/pest-guide/cockroaches/</p> <p>Rats: https://www.canr.msu.edu/ipm/uploads/files/Community_and_Schools_PDFs/lesson10.pdf</p> <p>Termites fact sheet: https://www.canr.msu.edu/ipm/uploads/files/Community_and_Schools_PDFs/lesson10.pdf</p>	<p>Students' responses reflect a clear and accurate understanding of the effects of pests on the environment</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>behaviours to prevent the occurrence of pests in their environment</p> <ul style="list-style-type: none"> Demonstrate the ability to use cognitive skills to address pest infestation in the environment 	<p>are by no means silent. Listening at night is the best way to hear them, as this is the time they are most active. A little pitter-patter sound is all you need to confirm that they are inside the house.</p> <p>2. Smell - If you are in high-risk areas for pests, such as the kitchen or basement, and catch a whiff of a musky odour, you must investigate properly. Tracking down the source of the smell will often lead you to the next items on our list, and concrete evidence of pest infiltration.</p> <p>3. Nesting -Once a pest enters the home, it is probably going to want to stay there. To make their tenancy long-term, pests like to make nests. They will do this in the darker, less-trafficked areas of your home, such as behind appliances, in wall cavities or under cupboards. However, as mentioned above, smell is a strong indicator of a nest, so follow your nose!</p> <p>4. Damaged Furniture and Wiring- Nothing says mice more than a gnawed chair leg. Rodents and ants will chew and bite at anything. This means nothing is safe: pipes, insulation, wood, plastics, food or wires. Check around the skirting boards, at the base of cupboards and other pieces of furniture, especially in high-risk areas.</p> <p>5. Droppings - The finding of foreign</p>	<p>Game/ Discussion</p>	<p>Mosquitoes: http://www.lsuagcenter.com/nr/rdonlyres/17293970-a947-4773-ab73-25391c0b265e/5416/skeeterbusterlesson902.pdf</p> <p>In groups, students will explore various methods that are used to get rid of pests from the environment. First, students will be divided into six groups to review one of the steps in integrated pest management. Students will be asked to explain what they think is done at each stage. Teacher will provide feedback and clarify where necessary.</p> <p>Labels will be placed around the classroom representing the six steps in integrated pest management. Students will listen to different statements and stand under the step that the statement corresponds to.</p> <p>Sample statements:</p> <ul style="list-style-type: none"> ✓ Margaret checked under the sink and around the refrigerator and stove for signs of cockroaches and mice. #1 inspect and investigate ✓ Terrance showed his mom, brothers and sisters things they can do to keep pests out of the house. #6 educate ✓ Keisha and her family used caulk to seal the holes and cracks in the walls to keep pests out. #4 choose control method- habitat modification ✓ Derrick and his brothers did all of the dishes after dinner, sponged off the counters and swept the floor. #4 choose control method- habitat 	<p>Students' responses include a clear and accurate understanding of the different steps in integrated pest management</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>animal droppings in or around your home should be met with extreme caution. Be it urine or faecal matter, the waste of a pest is not only a clear sign they are there but also a vessel for dangerous pathogens, such as bacteria and viruses. Make sure any contaminated area is cleaned thoroughly after contact. The trick now, however, is identifying the pest by its leavings.</p> <p>Larger pests, such as mice or rats all leave rather obvious droppings, but smaller animals, such as cockroaches, are a bit more subtle. As with the example of cockroaches, their droppings tend to look like coffee granules, so be wary of anything that looks like granules but is distinctly out of place.</p> <p>Pest Control Methods</p> <p>Integrated pest management is a holistic approach to sustainable agriculture that focuses on managing insects, weeds and diseases through a combination of cultural, biological and chemical measures that are cost-effective, environmentally sound and socially acceptable. Its main principle is to manage pest problems by using a variety of methods and reducing pesticide use. It has six steps: inspection and investigation (looking for pests), identification and learning (identifying what pests are in the environment and learning about them), monitoring (regularly checking problems), choosing control methods</p>		<p>modification</p> <ul style="list-style-type: none"> ✓ Jasmine and her grandmother placed sticky traps on the floor and counters where they had seen cockroaches and cockroach droppings. Every week they counted and wrote down the number of cockroaches they caught. #3 monitor ✓ Students from the school interviewed teachers, custodians and food-service workers to learn what pests they had seen. #1 inspect and investigate ✓ Kim and her brother caught some roaches on a trap. They looked through books to identify the type of roaches they had. They learned the type of roach they have, where it likes to live, and what it can do. #2 identify and learn ✓ To help control mosquitoes in the city, the City Mosquito Control Department sprayed a bacteria that is a natural enemy of mosquitoes. #4 choose control method-biological control ✓ The students looked over records of what pests they found in each part of the building over the last 6 months. They decided that they needed to do more in the kitchen and the Kindergarten room. #5 evaluate ✓ The IPM team taught the students in the rest of the school ways they can keep pests away by never leaving garbage or food in the lockers overnight or littering. #6 educate ✓ All food waste or other garbage is placed in sealed bags before they 	

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>(getting rid of pests without affecting people), evaluation (checking if pests have been eliminated) and education (teaching others how to get rid of pests).</p> <p>There are four control methods in integrated pest management. These are:</p> <p>Cultural control – changing the environment to remove the pests. This includes keeping areas clean and cleaning up food; in agriculture, this involves crop rotation in fields and choosing resistant varieties of crops that are resistant to a particular pest.</p> <p>Mechanical control – use of physical objects such as traps, machines and other contraptions. Examples of these include traps for different rodents or insects.</p> <p>Biological control – use of natural enemies of pests such as animals and other creatures. For example, a cat can be introduced to rid the environment of mice.</p> <p>Chemical controls – use of substances poisonous to pests, such as sprays and baits. These include rodenticides often used in homes and pesticides which are used in agriculture.</p>	<p>Investigation/ Presentation</p>	<p>are put in the dumpster. The dumpster lid is kept closed and garbage is never placed outside of the dumpster. #4 choose control method-habitat modification</p> <p>✓ Michael and Brittany collected insects that were eating the plants in their garden. They put the insects in a container and took them to a university for experts to identify them. #2 identify and learn</p> <p>✓ Mrs. Patterson saw ants under her desk. She watched them and saw that they were crawling out of her desk. When she opened the drawer she saw that the ants were crawling all over the candy that she gave out as rewards. #1 inspect and investigate</p> <p>Activity taken from: https://www.canr.msu.edu/ipm/uploads/files/Community_and_Schools_PDFs/wholedoc.pdf</p> <p>Students will conduct interviews and investigations at school to determine if the environment is affected by pests. They will work in pairs or teams to conduct the activity, using the following questions to guide their interviews:</p> <ol style="list-style-type: none"> 1. What pests or signs of pests have you observed in the environment? 2. Where did you observe this? 3. What has been done to eradicate the pests from the school environment? 4. What do you think is causing the pests? <p>Students will present their findings and</p>	<p>Presentations reflect effective use of problem solving skill to determine strategies, along with appropriate value/virtue e.g. responsibility, to address pest infestation in the environment</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment
	<p>What is a Pesticide? A pesticide is any substance or mixture of substances used to prevent, destroy, repel pests or reduce the damage pests cause. While people often think that pesticides are chemicals aimed at insects, common pesticides include household disinfectants such as bleach and kitchen and bathroom cleaners aimed at bacteria. Other common pesticides include those targeted at insects (insecticides), rats and mice (rodenticides), weeds (herbicides), and fungi (fungicides).</p>	<p>Investigation/ Journaling</p>	<p>determine which control methods can be used to address the problem and prevent further pest infestation.</p> <p>Students will also conduct the same activity in their homes. In their journals, they will indicate their findings and the personal actions they have taken to prevent or treat pest infestation in the home.</p> <p>Reflective questions; How do my actions contribute to pest infestation in the environment?</p> <p>What can I do differently to prevent pest infestation?</p>	<p>Journal entries reflect effective use of healthy self-management or self-awareness skill to identify and act on behaviours that need to change to prevent or treat a pest infestation</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, 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.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the 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, Social Studies, Science

GRADE 6**Theme: Managing the Environment**

Module 4:

Sustaining the Environment

Unit 1:

Caring for Our Environment

Learning Goals:

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

1. Understand ways to care for the environment
2. Appreciate that caring for our environment keeps us healthy
3. Demonstrate actions to keep the environment litter-free

Core Values:

Moral Lenses-1. Respect for self 2. Respect for others 3. Positive outlook
4. Stewardship/service

Topic 1:**Creating and Managing a Litter-Free Environment****Life Skills:**

Social: Communication

Cognitive: Creative thinking, Critical thinking, Problem solving

Coping: Self-monitoring, Healthy Self-management

Values/Virtues:**Cleanliness, Consideration, Concern, Respect, 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"> • Explain the effects of litter on the environment • Categorise the types of solid waste produced in the environment • Propose solutions to reduce trash and litter • Demonstrate 	<p>Litter consists of waste products that have been disposed of improperly, that is, trash of any type that is discarded where it doesn't belong. These wasteproducts cause pollution, which is the contamination of the air, water or soil by substances/materials that are harmful to living things.</p> <p>Effects of Poor Waste Disposal</p> <p>Environmental Effects</p> <p>Surface water contamination: Waste that ends up in water bodies negatively changes the chemical composition of the water. This is called water pollution. It affects all ecosystems existing in the water. It can also cause harm to animals that</p>	<p>ICT/Gallery Walk/ Discussion</p>	<p>Students will use a smartphone to snap pictures of litter they observe around the school and in their community. They will print the pictures and place them around the classroom. Students will walk around and view the pictures and write how they feel about what they observe and the possible effects of improper waste disposal on humans, plants and animals. Teacher will facilitate discussion and clarify where necessary. As a class, they will create a concept map to show the connections between litter and its effects on the environment.</p> <p>Sample Discussion Question</p> <ul style="list-style-type: none"> • How is health impacted? • How much will it cost to treat the health problems in animals and people? • How are the hazards affecting the 	<p>Students' responses and concept map reflect a clear and accurate understanding of the effects of litter on the environment</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>the ability to use healthy self-management skill to practise proper waste management</p>	<p>drink from the polluted water.</p> <p>Soil contamination: Hazardous chemicals that get into the soil (contaminants) can harm plants when they take up the contamination through their roots. If humans eat plants and animals that have been in contact with such polluted soil, there can be a negative impact on their health.</p> <p>Land and air pollution: Bad waste management practices can result in land and air pollution and can cause respiratory problems and other adverse health effects as contaminants are absorbed from the lungs into other parts of the body.</p> <p>Leachate: Liquid that forms as water trickles through contaminated areas is called leachate. Leachate can contain a harmful mixture of chemicals that can enter surface water, groundwater or soil.</p> <p>Economic Effects</p> <p>Municipal wellbeing: Everyone wants to live and visit places that are clean, fresh and healthy. A city with poor sanitation and smelly waste matter in its streets does not attract investors and tourists. Such cities tend to have poor living standards.</p> <p>Recycling revenue: Cities that do not invest in recycling</p>	<p>Research/ Discussion</p> <p>Project</p>	<p>environment?</p> <ul style="list-style-type: none"> • How does pollution affect the air we breathe and the land we use? • How does litter affect the aesthetics of school and home? • How much will it cost to clean up litter before it does any more damage? <p>Students will research waste disposal methods before class. They will be asked to bring to class waste from home that needs to be discarded. These should include batteries, various kinds of plastic bottles, broken toys, old newspapers, cardboard, glass, foil, magazines and other materials. Teacher will also carry pictures of hazardous waste such as fire extinguishers and pesticides as well as liquid waste.</p> <p>Students will be placed in groups to categorize the different types of waste and explain why all waste should not be disposed of together. They will share why they think separating waste is beneficial to the environment and propose solutions they will take to reduce trash and litter in their home and at school. Students should consider the different types of waste in their responses.</p> <p>Students will view videos on “Nuh Dutty Up Jamaica -- Weh Garbage a Guh” to examine and discuss the concepts of reuse, recycle and reduce. Students will also discuss the concept of composting.</p>	<p>Students' responses indicate the ability to accurately categorize waste products and reflect appropriately value/virtue such as care or appreciation, in their solutions to reduce trash and litter in their home and at school</p> <p>Group projects reflect effective use of healthy self-management skill, along with</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>and proper waste control miss out on revenue from recycling. They also miss out on job opportunities that come from recycling, composting and businesses that work with them.</p> <p>Categories of Waste</p> <p>Liquid: Waste can come in non-solid forms. Some solid waste can also be converted to a liquid waste form for disposal. Examples of liquid waste include wash water from homes, liquids used for cleaning in industries and waste detergents.</p> <p>Solid: Solid waste is any garbage, refuse or rubbish that we make in our homes and other places. These include old car tires, old newspapers, broken furniture and even food waste. Solid waste comes from many sources: residential (households/families); industrial (light and heavy manufacturing, fabrication, construction sites, power and chemical plants); commercial (stores, hotels, restaurants, markets, office buildings); institutional-(schools, hospitals, prisons, government centres); agricultural (orchards, vineyards, dairies, feedlots, farms).</p> <p>Hazardous: Hazardous or harmful waste is waste that potentially threatens public health or the environment. Such waste could be inflammable (can easily catch fire), reactive (can easily explode), corrosive (can easily eat through</p>		<p>The class will be divided into groups and assigned one of the following activities:</p> <ol style="list-style-type: none"> i. Students will develop a plan to reuse, recycle and reduce waste in the classroom, school, or home. ii. Students will conduct a waste audit. They will determine how much of each type of waste the members of the class/ household produce each day, and expand the data to calculate how much litter the school/ home produces each day. Students will then discuss how this amount can be reduced through the use of the 3Rs. Students will implement their strategies and calculate the reduction in waste resulting from their interventions. <p>Sample Discussion Questions:</p> <ul style="list-style-type: none"> • Does your family discard the same amount of trash each day? Why or why not? • Do you think your family discards the same amounts of trash each week throughout the year? Why or why not? • Do you think certain factors influence what is discarded from a household? If so, what? <ol style="list-style-type: none"> iii. Students will work in groups to use organic waste material to construct a compost heap. <p>Groups will record their experience in the activities through the use of a portfolio. They will include reflective statements</p>	<p>appropriate value/ virtue e.g. e.g. responsibility or cleanliness to practise proper waste management</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>metal) or toxic (poisonous to humans and animals). In many countries, it is required by law to involve the appropriate authority to supervise the disposal of such hazardous waste. Examples include fire extinguishers, old propane tanks, pesticides, mercury-containing equipment (e.g., thermostats), lamps (e.g. fluorescent bulbs) and batteries.</p> <p>Organic: organic waste comes from plants or animal sources. Commonly, it includes food waste, fruit and vegetable peels, flower trimmings and even dog poop can be classified as organic waste. They are biodegradable (this means they are easily broken down by other organisms over time and turned into manure). Many people turn their organic waste into compost and use it in their gardens.</p> <p>Recyclable: Recycling is processing used materials (waste) into new, useful products. This is done to reduce the use of raw materials that would have been used. Aluminium products (like soda, milk and tomato cans), plastics (grocery shopping bags, plastic bottles), glass products (like wine and beer bottles, broken glass) and paper products (used envelopes, newspapers and magazines, cardboard boxes) are examples of recyclable waste. Litter pollutes the environment and causes ill-health.</p>		<p>to express how they feel about their involvement in the activity, what actions they took to manage waste and what they will do to ensure waste is reduced in their environment.</p> <p>Reflective Questions:</p> <ul style="list-style-type: none"> • What can I do to reduce waste in my home and school? • How can I become more involved in recycling waste at home and school? 	

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>Reducing the quantity of litter we create:</p> <ul style="list-style-type: none"> • Safe collection of litter • Need for safe disposal of litter • Recycling • Use less <p>The 3 Rs of Waste Management</p> <p>REDUCE: Make less garbage. For example, instead of buying juice boxes for lunch, buy a large container of juice and use a washable single-serving container to take it to school.</p> <p>REUSE: Use an item more than once. For example, when you get a plastic bag from the grocery store put it in your car and use it again the next time you go shopping.</p> <p>RECYCLE: Turn an item into another useful item. For example, scrap paper from the classroom might be turned into newspaper or paper bags when sent to the recycling plant.</p> <p>Composting As A Strategy For Reducing Waste</p> <p>The process of composting supports the 3Rs of waste management. As the amount of garbage sent to landfills gets reduced, organic matter gets reused instead of dumped and is therefore recycled into the earth to provide nutrients for the soil.</p>			

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>The process of composting uses the natural process in the ecosystem of breaking down organic matter as decomposers in the food chain break down organic waste turning it into humus. Composting simply speeds up this natural process of decay and is a perfect solution to manage organic waste. It enriches the soil and reduces the need for chemical fertilizers.</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, 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.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the 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 6**Theme: Managing the Environment**

Module 5:

Sources of Information

Unit 1:

Accessing Information on Managing the Environment

Learning Goals:

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

1. Develop knowledge to access age-appropriate sources of information, products, and services as it relates to managing the environment
2. Appreciate the importance of knowing where to access sources of information relating to the environment.
3. Use appropriate life skills to access environmental information and services.

Core Values:

Moral Lenses-1. Respect for self 2. Respect for others 3. Positive outlook
4. Stewardship/service

Topic 1:**Where Do I Go?****Life Skills:**

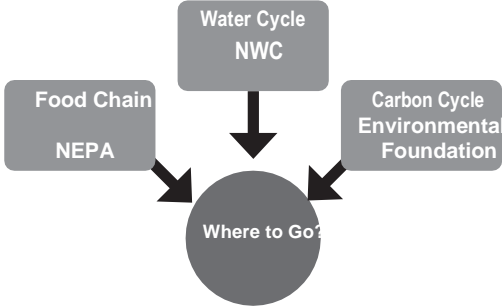
Social: Communication

Cognitive: Creative thinking, Critical thinking, Problem solving

Coping: Healthy Self-management

Values/Virtues:**Responsibility, Concern, Consideration, 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"> • Explore sources of information and services related to environmental health, protection and preservation • Express appreciation for environmental agencies and their role in protecting the environment 	<p>Agencies/services responsible for managing the environment are present in each parish. Their mandates range from responding to home fires that affect families to hurricanes and earthquakes that affect tens of thousands. In these larger events, several agencies provide financial assistance, shelter, food and health services to help families and entire communities.</p> <p>Some agencies in Jamaica include:</p> <ul style="list-style-type: none"> • The Environmental Foundation of Jamaica • The Ministry of Agriculture and Fisheries • The National Environment and Planning Agency 	Discussion/ Webbing	<p>In groups, students will populate a web showing where they can go to access information and services related to environmental health, protection and preservation. The web will focus on the topics explored in this theme:</p> <ol style="list-style-type: none"> 1. Think Sustainability 2. Endemic Species 3. Water Consumption and Conservation 4. Reducing Environmental Health Threats 5. Pest Free for Sustainability 6. Creating and Managing a Litter-free Environment 7. Natural Disasters: Are We Prepared? 	Web and discussion show a clear understanding of sources and services available for managing the environment

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
<p>and minimizing health threats</p> <ul style="list-style-type: none"> Demonstrate the ability to use cognitive skills to access information or services to address environmental health issues 	<ul style="list-style-type: none"> The National Solid Waste Management Authority The Jamaica National Heritage Trust The Nature Conservancy Jamaica The Jamaica Protected Area Trust Jamaica Conservation and Development Trust <p>The National Environment and Planning Agency (NEPA) is the government entity that manages and protects Jamaica's biodiversity. In addition, the Forestry Department is responsible for the control and preservation of the country's forest resources. Guided by the Wildlife Protection and Forestry Acts these entities protect wildlife by:</p> <ul style="list-style-type: none"> Issuing licences and permits required for activities such as the cutting and removal of plants and plant produce from forested areas Prohibiting the hunting of animals outside of stipulated hunting seasons Establishing wildlife reserves Supporting reforestation efforts by providing seedlings for tree-planting activities <p>The entities also drive public education initiatives to encourage Jamaicans to participate in the preservation of the island's biodiversity. Some of the guidelines to be observed by the public include:</p> <ul style="list-style-type: none"> Do not remove or damage trees within protected areas Do not hunt any protected species, 	<p>Field Trip</p>	<p>Sample Web for topic 1</p> <p>Points of focus: Water Cycle, Food Chain, Carbon Cycle</p>  <p>Reflective Question: How has learning this information impacted my views on accessing environmental information?</p> <p>In groups, students will use the identified environmental resource centres/ companies/groups and agencies from the previous activity and plan an information sourcing trip (with parental/school support) to collect location information, types of services provided and how families and friends can access these services.</p> <p>Students will also learn about the role of the organization visited. Students will present the information to the class and express their appreciation for the organization and the work that they do in protecting the environment and minimizing health threats. They will explain what would happen if the organization did not exist to carry out its mandate.</p>	<p>Presentations on field trip reflect accuracy of information and appreciation for the organization and its functions in protecting the environment and minimizing health threats</p>

Objectives	Points to Note/Guidance to Teacher	Strategies	Suggested Learning Activities	Assessment Criteria
	<p>such as the Jamaican Iguana, Yellow Snake, the Hawksbill Turtle, and the West Indian Whistling Duck</p>	<p>Case scenarios</p>	<p>In groups, students will be given a case scenario to analyse and seek information and support from the appropriate organization/agency to address the problem.</p> <p>Discussion questions:</p> <ul style="list-style-type: none"> • Where do you go for information to address this environmental problem? • What are some places, groups and agencies in your community that give information about protecting the environment? • Why can you trust these sources with the information they give? • How can the organization/agency help to address this issue? • What course of action can I take? <p>Students will present their findings justifying their response.</p>	<p>Presentations reflect effective use of problem solving, critical thinking or creative thinking skill and appropriate value/virtue e.g. consideration, care or concern, to access information or services to address environmental health issues</p>

RESOURCE FOR MODULE 4

Recycle Pop Quiz

Key (13 pts. total)

1. What is the connection between the

Three Rs and waste? Circle the letter of the best answer. (1 pt.)

- a. Practising the three Rs increases the amount of waste in the environment, which makes the environment cleaner and healthier.
- b. Practising the three Rs reduces the amount of waste in the environment, which makes the environment cleaner and healthier.
- c. There is no connection between the Three R's and waste.

2. For each of the comparisons below, circle the option which Reduces waste. (1 pt. each, 4 total)

- one giant bag of cereal OR several normal-size boxes of cereal
- disposable camera OR digital camera
- several normal-size notebooks OR one thick notebook
- rechargeable batteries OR normal batteries

3. Write a short phrase about how you could reuse each item (1 pt. each, 3 total)

- scraps of coloured paper
- an old blanket
- a pickle jar

4. After reading over the list of materials below, circle the letters of the four materials that can be recycled, or are recyclable (1 pt. each, 4 total)

- glass
- cotton
- wood
- paper/cardboard
- rubber
- plastic
- metal
- stone

<https://www.scribd.com/doc/189213012/the-3-rs-lesson-plan>

SAMPLE LESSONS

Subject: Health and Family Life Education	
Theme: Managing the Environment	Grade: 6
Topic: Creating and Managing a Litter-Free Environment	Sub-Topic: Litter Free, Jamaica Must Be
Duration: 2 sessions	
General Objective: Students will make an effort to keep both their immediate and surrounding environment clean.	
Value: Cleanliness	
Dominant Life Skill: Decision Making	
<p>Specific Objectives: At the end of the lesson students should be able to:</p> <p>Knowledge: Explain what is meant by litter.</p> <p>Attitude: Justify the importance of cleanliness in reducing the impact of improper garbage disposal.</p> <p>Skill: Demonstrate decision making skill that depicts keeping the environment clean.</p>	
<p>Content Summary</p> <p>Litter consists of waste products that have been disposed of improperly, without consent, at an inappropriate location. These waste products are known as unwanted or unusable materials that cause pollution, which is the contamination of the air, water or soil by substances/materials that are harmful to living things.</p> <p>Effects Of Poor Waste Disposal.</p> <p><i>Environmental Effects</i></p> <p>Surface water contamination: Waste that ends up in water bodies negatively changes the chemical composition of the water. Technically, this is called water pollution. This will affect all ecosystems existing in the water. It can also cause harm to animals that drink from such polluted water.</p> <p>Soil contamination: Hazardous chemicals that get into the soil (contaminants) can harm plants when they take up the contamination through their roots. If humans eat plants and animals that have been in contact with such polluted soils, there can be a negative impact on their health.</p> <p>Pollution: Bad waste management practices can result in land and air pollution and can cause respiratory problems and other adverse health effects as contaminants are absorbed from the lungs into other parts of the body. (Pollution is fully covered here)</p> <p>Leachate: A liquid that forms as water trickles through contaminated areas is called Leachate. It forms a very harmful mixture of chemicals that may result in hazardous substances entering surface water, groundwater or soil.</p>	

Economic Effects

Municipal wellbeing:

Everyone wants to live and visit places that are clean, fresh and healthy. A city with poor sanitation, smelly and waste matter all over the place does not attract investors and tourists. Such cities tend to have poor living standards.

Recycling revenue:

Cities that do not invest in recycling and proper waste control miss out on revenue from recycling. They also miss out on job opportunities that come from recycling, composting and businesses that work with them.

<https://www.eschooltoday.com/waste-recycling/what-is-recycling.html>

Categories of Waste

Liquid type: Waste can come in non-solid forms. Some solid waste can also be converted to a liquid waste form for disposal. It includes point source and non-point source discharges such as stormwater and wastewater. Examples of liquid waste include wash water from homes, liquids used for cleaning in industries and waste detergents.

Solid type: Solid waste predominantly, is any garbage, refuse or rubbish that we make in our homes and other places. These include old car tires, old newspapers, broken furniture and even food waste. They may include any waste that is non-liquid from **residential**- households/families; **industrial**- Light and heavy manufacturing, fabrication, construction sites, power and chemical plants; **commercial**-Stores, hotels, restaurants, markets, office buildings, **institutional**-Schools, hospitals, prisons, government centres, **agricultural**-Crops, orchards, vineyards, dairies, feedlots, farms.

Hazardous type: Hazardous or harmful waste is waste that potentially threatens public health or the environment. Such waste could be inflammable (can easily catch fire), reactive (can easily explode), corrosive (can easily eat through metal) or toxic (poisonous to humans and animals). In many countries, it is required by law to involve the appropriate authority to supervise the disposal of such hazardous waste. Examples include fire extinguishers, old propane tanks, pesticides, mercury-containing equipment (e.g. thermostats), lamps (e.g. fluorescent bulbs) and batteries.

Organic type: organic waste comes from plants or animal sources. Commonly, they include food waste, fruit and vegetable peels, flower trimmings and even dog poop can be classified as organic waste. They are biodegradable (this means they are easily broken down by other organisms over time and turned into manure). Many people turn their organic waste into compost and use it in their gardens.

Recyclable type: Recycling is processing used materials (waste) into new, useful products. This is done to reduce the use of raw materials that would have been used. Waste that can be potentially recycled is termed "Recyclable waste". Aluminium products (like soda, milk and tomato cans), Plastics (grocery shopping bags, plastic bottles), Glass products (like wine and beer bottles, broken glass), Paper products (used envelopes, newspapers and magazines, cardboard boxes) can be recycled and fall into this category.

Litter-free environments are healthier:

Litter pollutes the environment and causes ill-health.

Reducing the quantity of litter we create:

- Safe collection of litter
- Need for safe disposal of litter
- Recycling
- Use less

The 3 Rs of Waste Management

REDUCE ==> Make less garbage. For example, instead of buying juice boxes for lunch, buy a large container of juice and use a washable single-serving container to take it to school.

REUSE ==> Use an item more than once. For example, when you get a plastic bag from the grocery store put it in your car and use it again the next time you go shopping.

RECYCLE ==> Turn an item into another useful item. For example, scrap paper from the classroom might be turned into newspaper or paper bags when sent to the recycling plant.

Cleanliness is the **value** that the environment is kept in a proper/healthy way.

Resources: HFLE Curriculum Guide, **Sample Litter Survey**

<http://www.kesab.asn.au/litterless/wp-content/uploads/sites/8/pdfs/litter-survey-template.pdf>

Sample Student Resources

<http://www.kesab.asn.au/litterless/unit-of-work>

<http://www.jamaicaobserver.com/letters/jamaica-is-too-heavily-8216-trashed-8217-117111>

<https://www.youtube.com/watch?v=FiLztCunoM0>

Cartridge paper (assorted colours), markers, tape, thumb tacks, staples, stapler, water paint, carton box (source from the tuck shop or vendor), Laptop, projector

Engagement:

Students will watch the YouTube video “Nuh dutty up Jamaica” and sing along with it. A game of atoms will be played (all atoms must include a mixture of at least two boys and a girl). Students will then sit in groups and brainstorm the day’s topic based on the video. They will then arrive at three class rules that will aid the smooth running of the class.

Problem Statement: Litter endangers our environment, our wildlife, and our economy. It pollutes our communities and destroys our city’s natural beauty. The ideal way to handle the problem of littering is to prevent it in the first place.

Students may ponder the following questions throughout the lesson: How can I be a part of the solution to littering? What am I doing to prevent littering? How can I help to keep my school/community/Jamaica beautiful?

Exploration:

- Students will work in groups and conduct a **scavenger hunt** activity by visiting several sites in the school and recording observations of areas with litter during or after a lunch break.
- Students will then brainstorm what can be done to alleviate the improper disposal of garbage in these areas.
- Students in their groups will then answer the following reflective questions;

Reflective Question: Why should I keep my environment at school and home clean?

Explanation:

The steps in Decision Making will be written on the board.

Steps in Decision Making Skill:

- State the problem.
- Examine the consequence of the problem
- State your desired objective
- Examine all Alternative and possible outcomes
- Make a decision
- Act on your decision

Students will then be taken through the steps and be presented with the following picture:

<http://www.jamaicaobserver.com/letters/jamaica-is-too-heavily-8216-trashed-8217-117111>

Students will use the steps in decision making to create a dub poem explaining how they would solve the problem identified.

Reflective Question: What can I do to keep the environment clean?

Elaboration/ Life Skill Development Activity:

Students in their groups will create ONE of the following;

- No Litter signs (to be placed at strategic points in the school)
- Create a poster to illustrate the impact of improper garbage disposal and how we can avoid the impact of these. (Mount this in an area where students improperly dispose of their garbage).
- Create a garbage bin (using recycled items) for an area in the school where garbage is being disposed of incorrectly.
- Create signs to be mounted in the areas where students improperly dispose of garbage.
- Create a jingle using the steps in decision making to encourage proper garbage disposal (to be sung at devotion or played over the intercom during break time)

Reflective Question:

How can I encourage my schoolmates to keep the environment clean?

Evaluation: Students in their groups will watch the following video <https://www.youtube.com/watch?v=FiLztCunoM0>

and then in their groups, they will do ONE of the following;

1. Write an article to be placed in The Children's Own or Youth Link Newspaper on Proper Garbage disposal. Make your title catchy and ensure that the article includes the steps in decision making to prevent littering both at school and within the wider society.
2. Create a dance piece to depict the proper disposal of garbage (Ensure that the steps in decision making come out). Give your dance a name and perform your dance at devotion.
3. Prepare a poem or speech to encourage your fellow schoolmates to keep their environment clean.
4. Create a song to encourage your classmates to keep the environment clean.

Create a Mathematical formula to illustrate how to keep the environment clean using the steps in decision making. Write this on cartridge paper be creative.

Assessment Questions: Were students able to:-

1. Accurately explain what is meant by litter?
2. Competently justify the importance of cleanliness in reducing the impact of proper garbage disposal?
3. Proficiently demonstrate decision making skill that depicts keeping the environment clean?

Teacher's Evaluation:

Rubric for Dub-Poetry/Jingle/Newspaper article /Song /Poster/Mathematical Formula

Criteria	Excellent	Good	Satisfactory	Unsatisfactory	Total
<i>Life Skill and Value Application and Development</i>	<p>10-9 marks</p> <p>Song/poem etc. depicted each step of decision making skill along with the value cleanliness was extremely evident.</p>	<p>8-7 mks</p> <p>Song/poem etc. depicted 5 to 6 steps of decision making skill along with the value cleanliness very evident.</p>	<p>6-5 marks</p> <p>Song/poem etc. depicted 3 to 4 steps of decision making skill along with the value of cleanliness adequately evident.</p>	<p>4-1 mark</p> <p>Song/Poem etc. depicted 2 to 1 step of decision making skill along with the value of cleanliness was insufficient.</p>	
<i>Use of the Reflective Questions</i>	<p>5 marks</p> <p>Positive answers to all reflective questions were seen throughout the poem/song etc.</p>	<p>3-4 marks</p> <p>Positive answers to two of the reflective questions were seen throughout the poem/song etc.</p>	<p>2-1 mark</p> <p>Positive answers to one reflective question were seen throughout the poem/song etc.</p>	<p>No positive answer was seen to any of the reflective questions throughout the poem/song etc.</p>	

Subject: Health and Family Life Education	
Theme: Safety and Security	Grade: 6
Topic: No Gangs For Me!	
Duration: 1 to 2 sessions	
General Objective: Students will understand the importance of avoiding gang membership to ensure the safety and security of self and others.	
Value: Self-restraint	
Dominant Life Skill: Decision making	
<p>Specific Objectives: At the end of the lesson students should be able to:</p> <p>Knowledge: 1) Explain at least three reasons why children join gangs. 2) Assess how gang membership can negatively affect the quality of life of a student</p> <p>Attitude: Justify the importance of having self-restraint in situations that will lead to gang involvement</p> <p>Skill: Demonstrate decision making skill that depicts self-restraint in avoiding gang membership.</p>	
<p>Content Summary:</p> <p>A gang is two or more individuals coming together to intimidate, extort or commit crimes in a particular area such as a school or community.</p> <p>Factors motivating children to join gangs vary. These may include:</p> <ul style="list-style-type: none"> • Power • Status • Safety/Security • Friendship • Family Substitute • Make money • Substance Abuse Influences <p>Effects of Gang Membership</p> <ul style="list-style-type: none"> • Increased chance of violence towards other students in school. • More focused on gang activity than schoolwork • Loss of respect for teachers and violation of school rules • Higher school absenteeism due to suspension, expulsion or absconding (“skipping” school). • Gang members can be injured or killed • If caught doing criminal activities, gang members will be arrested and jailed <p>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 join a gang or participate in gang-related activities.</p> <p>Decision Making Skill is the ability to choose a course of action from a number of positions, which may result in a positive specific outcome and steer behaviour in the most appropriate manner. This skill is ideal for students to assess how choosing certain options can impact life outcomes.</p>	

Steps

- ✓ **S** – State the problem/situation
- ✓ **O**- Options (weigh options and consequences)
- ✓ **D** – Decide
- ✓ **A** – Act upon your decision

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.

Problem Statement: Unfortunately, sometimes the lifestyle of gangs and gang members are glorified and many adolescents may be influenced to join a gang without thinking about the negative ramifications that will occur as a result of this poor decision. Many of our students may not readily see the negative consequences of joining a gang especially if they know of close friends or family members who may be involved in gangs.

Exploration:

Teacher will write the value, "Self-restraint" on the board. In groups, students will briefly discuss their understanding of the value. They will share their understanding with the class and teacher will provide clarification.

Students will watch, "Extract - Joining Gangs"; using the YouTube link provided: <https://youtu.be/roMGbTdfptI> Based on the video, the following questions will be asked to facilitate a discussion:

1. What is a gang?
2. How were the older men enticing the younger boys to join their gang?
3. Why do you think children join gangs?
4. Do you think the boys in the video practised self-restraint? Why?
5. What would you do if you were in the boys' position?

Throughout the discussion, teacher will provide clarification and additional information as necessary.

In small groups, students will be asked to take out their newspaper clippings that highlight negative effects of gang membership (*students were asked in the previous lesson to collect newspaper clippings from old newspapers or articles on the internet about the effects of gang membership in Jamaica*). They will read through their newspaper clippings and write on flip chart paper the effects of gang membership identified. They will present their findings to the class and also relate how these effects can affect the quality of life of a student. *Teacher will provide clarification and additional information as necessary.*

Students will answer the following reflective questions in their journals:

1. How can joining a gang negatively affect the quality of my life?
2. How can I use self-restraint to avoid risky behaviours and situations?

Explanation/Life Skill Development Activity:

Four students will be randomly selected and given strips of paper, each bearing one step in **Decision making skill**. The students will be required to arrange themselves to show the sequential order of the steps. Each student will hold up their step for the class to read aloud and then one or two students will be randomly selected to explain their understanding of the step.

Elaboration:

Peter has been trying to join the local gang. The gang leader asks him to meet with him after school. The leader points out that if he could bring him a new BMX bicycle he could be a part of the group. Peter does not have a bicycle, but his neighbour does. Peter is planning to go over and take the bike when his neighbours go on their regular walk in the evening. He has to have the bike to be accepted into the gang.

Process scenario by allowing students to respond to the statements/questions based on their knowledge of the Decision Making Skill

QUESTIONS:

- **State the problem** that Peter was faced with
- What are the **Options** and the possible consequences for Peter?
- Help Peter to **Decide** which option he should take
- How should Peter **Act** on his decision?

Evaluation:

Students will work in groups using age-appropriate scenarios to role-play how they would employ decision making skill and self-restraint to respond to being peer pressured to join a gang. Students will be required to use a pressure statement in each dramatic presentation.

Suggested Pressure Statements:

- If you are my friend, you will join.
- People will respect you if you are a member of this gang
- Don't you want to be popular?
- Why are you behaving like you are afraid?
- Nothing is going to happen to you. We make things happen to people.
- Your parents are poor and you need the money

Assessment Questions: Were students able to:-

1. Correctly explain three reasons why children join gangs?
2. Accurately assess how gang membership can negatively affect the quality of life of a student?
3. Correctly justify the importance of having self-restraint in situations that will lead to gang involvement?
4. Competently demonstrate decision making skill that depicts self-restraint in avoiding gang involvement?

Teacher Evaluation:

APPENDIX

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.

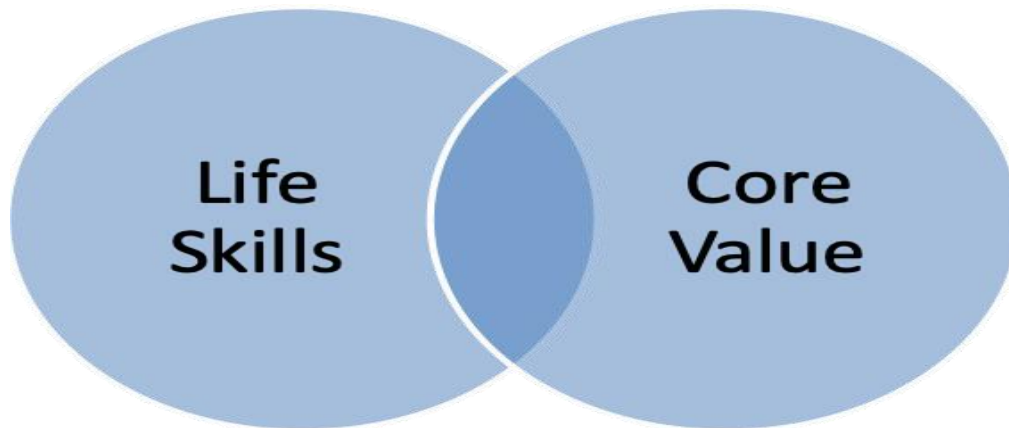
As students begin to prepare to choose their career path as a major requirement for specialization at the upper secondary level, they should be more aware of expected codes of context beyond the boundaries of school. To influence continuity in focusing on values and attitudes, ethical lenses are presented 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 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"> • Coping with risks and adversity • Diversity among Caribbean people 	<ul style="list-style-type: none"> • Respect for self and others • Cooperating to complete assigned tasks/duties • Community spirit • Participation in wholesome community activities • Caring for self and caring about others • Fairness in dealing with others • Democracy in making decisions • Dependable/ • Reliable in keeping promises • Honesty in getting & giving information • Loyalty to a “right” cause • Open-minded when exposed to new idea • Creativity in solving problems • Innovative use of limited resources • Optimistic when required to change • Nurturing talents and gifts 	<p>Identify core values that are normally observed and/or ignored</p>	<ol style="list-style-type: none"> 1. What does my behaviour (thought, feeling or action) say about me? 2. Why should I change or keep behaving as I normally do? 3. How do I know that I am improving or behaving better? 4. What do others have to say about me and why? 5. What will I do to continue to improve and/or excel? 6. How does my conduct show that I am ethical? 7. How spiritually mature am I? <p>Methodology</p> <ul style="list-style-type: none"> • Affirming others – sharing commendable qualities that are seen in others • Portfolio of artefacts as evidence of efforts to change or to support the efforts of others to change

Themes & Subthemes	Core Values/Intellectual Qualities	Affective Objectives	Reflective Questions
<p>Self & Interpersonal Relationships</p> <ul style="list-style-type: none"> • Difference between sex & sexuality • Socio-cultural influence on sexual behaviours • Managing reproductive health • Reducing vulnerability to priority problems • Access sources of health information & services • Making healthy choices • Good health & quality living 	<ul style="list-style-type: none"> • Commitment to a course of “right” action or principles • Respect for the harmonious relationship between body and spirit • Honour the place of sacred/ spiritual principles • Integrity in building & maintaining healthy relationships • Reliability in observing rights & responsibilities • Considerate of the effect of cultural practices • Courage to question myths and to face the consequences of personal actions • Responsibility in the use of talents/skills • Creativity in using information to preserve health • Compassion for those with sensitive reproductive challenges 	<p>Say why each core value is normally observed or ignored</p>	<ol style="list-style-type: none"> 8. What does my behaviour (thought, feeling or action) say about me? 9. Why should I change or keep behaving as I normally do? 10. How do I know that I am improving or behaving better? 11. What do others have to say about me and why? 12. What will I do to continue to improve and/or excel? <p>Methodology</p> <ul style="list-style-type: none"> • Serving as a critical-caring friend or shadow-observer • Compassionate revelation (kind consideration in sharing observations. • Safe self-disclosure • Portfolios of artefacts and reflections from reorganizing routine/ work schedule to include fitness & wellness activities

Themes & Subthemes	Core Values/Intellectual Qualities	Affective Objectives	Reflective Questions
<p>Appropriate Eating & Fitness</p> <ul style="list-style-type: none"> • Factors Influencing Eating & Fitness • Sourcing information 	<ul style="list-style-type: none"> • Self-control/ • Self-restraint in rationing and situations of abundance/ scarcity • Respect the physical and physiological needs of the body • Care in the execution of tasks and the manipulation of resources • Safety in handling materials • Attentiveness to detail • Perseverance in physical and mental work • Commitment to fitness goals • Nurturing body, soul, spirit • Sensitivity to the mental and emotional effects of physical exertion and fatigue 	<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? 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"> • Maintaining my environment • Environmental threats 	<ul style="list-style-type: none"> • Efficient in using resources • Stewardship in protecting and preserving the environment • Safety in handling living and non-living materials • Commitment to keeping the environment clean, green & beautiful • Humility in relating to other lifeforms • Appreciation for the contribution of life forms • Responsibility in using space • Respect for geographical boundaries • Caution in exploring unfamiliar contexts/places • Cooperation in the fight against environmental health threats • Collaboration in harnessing resources to develop, and continuously implement environmental policies • Harmony in creating and maintaining a healthy psychosocial environment • Honesty in accepting responsibility for the condition of the physical, social and spiritual dimensions of the environment • Spiritually virtuous in dealing with environmental issues 	<p>Demonstrate willingness to self-correct</p>	<p>How has my life been impacting the world?</p>

