



# MINISTRY OF EDUCATION HEALTH AND FAMILY LIFE EDUCATION

## GRADE 2 CURRICULUM GUIDE



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## **Foreword**

One of the primary objectives of the education system is to equip our youths with the requisite knowledge, skills and attitudes to become well-adjusted adults, capable of effectively functioning in, and contributing to the society. The introduction of Health and Family Life Education (HFLE) into the national primary and secondary schools' curriculum was done to ensure that this objective is attained. The Ministry of Education recognizes the fact that contemporary youths are confronted with a multiplicity of options and increasing social pressures, which requires sound social, cognitive, and emotional/coping skills. The education system is ideally situated to support other social sectors in equipping students with the skills required to make healthy and productive lifestyle choices.

HFLE encapsulates the required body of knowledge in a comprehensive life-skill educational programme that can be integrated across the curriculum. This is the media through which our teachers can impact and reinforce the positive behaviours that our young people are expected to adopt and display. Beyond that, through increased awareness, students are given a safe and open environment in which they can address a wide range of issues affecting young people. Perennial issues such as poverty, neglect, various forms of abuse, sex, violence, health and well-being, suicide, teenage pregnancy, HIV/AIDS/STDs and a range of potentially "high risk" behaviours and 'taboo' subjects, are examined in a well structured holistic programme.

HFLE is highly regarded internationally as the programme ideally suited for children of all ages and has been adopted for use in schools throughout the Caribbean. We trust that all schools in Guyana will recognize the tremendous potential this programme has and embrace this initiative. The success of HFLE is critical if we are to have highly competent, healthy citizens, effectively contributing to our national development.

*Olato Sam*

Chief Education Officer

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## **INTRODUCTION**

Health and Family Life Education (HFLE) was introduced into the curriculum of Primary Schools in 1998. The programme in schools was guided by the Health and Family Life Education Scope and Sequence for Grades 1-6 published in June, 1998 using the infusion methodology. Later Activity Guides were developed for Grades 1 and 2. The programme achieved important successes. However, it has been argued that, given the challenges that children face in their daily lives, a more definitive life skills focus is required to help students manage the situations they encounter. In fact advocates argue that a life skills approach should be adopted in the teaching of HFLE. This revised Health and Family Life Education (HFLE) Curriculum Guide is organised to reflect that focus.

### **What is Health and Family Life Education**

Health and Family Life Education is a comprehensive, life skills based programme, which focuses on the development of the whole person in that it:

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

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

There is the perception that traditional curricula do not ensure that children and youth achieve their full potential as citizens. In addition, increasing social pressures are impacting on young persons in ways that make teaching a challenge. Teenagers are more disruptive, are more likely to question authority, and see little relevance of schooling that fails to adequately prepare them for their various life roles. The paradox is that schools are now seen as key agencies to redress some of these very issues. Health and Family Life Education, 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 level of educational achievement and productivity required in the 21<sup>st</sup> century. (UNICEF/CARICOM1999).

### **The Content of Health and Family Life Education**

The content of Health and Family Life Education is organised around four themes.

The four thematic areas are as follows:

- Self and Interpersonal Relationships
- Sexuality and Sexual Health
- Appropriate Eating and Fitness
- Managing the Environment

## What are Life Skills?

Life skills are defined by the World Health Organisation (WHO) as, “the abilities that enable one to adopt positive behaviours; which allow one to deal effectively with the demands and challenges of everyday life”. The concept of life skills is based on the assumption that there are a set of life roles that each person needs to fulfil. Life skills can be classified in various ways. The approach adopted in the development of the 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 include, communication, refusal, assertiveness and empathy skills
- Cognitive skills include, decision-making, critical thinking, self-evaluation
- Emotional coping skills include, stress management skills, self awareness, skill for increasing internal locus of control.

Another way of categorising life skills (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 learnt more easily when an individual is young (Glanz et al, 1997). You could say there is some truth to the adage: “*You can’t teach an old dog new tricks*”. We also have evidence that an individual needs information in order to develop or change a behaviour, but that information alone is not sufficient to ensure development of or change in the behaviour. In addition the individual needs skills as well as opportunities and an environment that allows him to learn the values and attitudes and adopt the behaviours that will enable him/her 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 which reveals 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/Participatory**

The life skills methodology sees the teacher as facilitator. The teacher provides opportunities to help children understand the topics in their own way. The teacher does not stand and present a topic. The teacher asks the children to consider a problem and gets from them a response. On the basis of this response, the teacher organises the children to complete class activities which will offer them a chance to understand the problem in their own situation. These activities can include:

- |                               |                             |
|-------------------------------|-----------------------------|
| – role play                   | – story telling             |
| – 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     |                             |

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

- This Curriculum Guide is very ACTIVITY focused. The activities are used to make learning fun, but are also intended to help children learn the skill, attitude and information in ways that enhance learning.
- The Curriculum Guide is organised into Units and Lessons. It is important to 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. Feel free to select those that will be more relevant and beneficial to the group. Bear in mind the HFLE programme Vision and Mission. Be sure to consider and focus on the objectives of HFLE as you make your lesson selections.

The suggested content and activities for the Sexuality and Sexual Health theme are designed to help students in Grade 1-6 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, students are coming from different backgrounds with different value systems relating to sexuality and sexual behaviour. These value systems may be different from your own. Special sensitivity is required especially in your choice of resource materials and persons. Resource materials should be age-appropriate and relevant. Resource persons should be competent and comfortable with their own sexuality.

- It is essential that teachers are aware of their sexuality and be willing to discuss sexual issues honestly with grade-appropriate openness.

- 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 Guide on Managing the Environment lends itself to highlighting contextual (town/village/community) 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 trenches/drains 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 is an agricultural community/village, be sure to include 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 lesson.

## MATERIALS, ACTIVITIES AND RESOURCES FOR GRADE 2

### THEME: SEXUALITY AND SEXUAL HEALTH

*Unit 1: Exploring the concept of human sexuality*

**General Objectives:** By the end of the unit, pupils should be able to:

1. Understand good touches and bad touches.

**Lesson 1: Growing Up**

**Life Skills:**

*Social:* Communication

*Cognitive:* Creative thinking, Critical thinking

*Coping:* Self –awareness

Objectives	Content	Activities/Strategies	Materials	Evaluation
<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe how they change as they grow (body grows in height, gets fatter, brains can think better, etc).</li> <li>▪ Explain why they have to wait until they are older to do certain activities.</li> </ul>	<p><b>Growing through changes</b> We grow on the outside where we can see, and on the inside where we cannot see.</p> <p>It takes at least 21 years for our brain, emotions and body to get ready to be ‘grown up’.</p> <p>We can call ourselves ‘grown up’ when we are 21 years old. At that time, our brains and bodies would have completed almost all of their development.</p>	<p>Each pupil brings two/three birthday pictures. How many birthdays have you had since you were an infant? How have you changed since you were a baby?</p> <p>Pupils draw pictures of themselves as an infant, as they are now, and how they think they will look as a grown up. They share them within their groups.</p> <p>In small groups pupils act out little plays explaining why they have to wait to get a license to drive (17), vote (18), get married (18), buy land (21), go to college (16).</p>	<p>CD player -Making scrapbook with pictures Teacher made songs/poems Self – Awareness Skill Poster Song- Loving Me (by Ahse) Crayons, markers and paper</p>	<p>- Placing pictures in sequence</p> <p>Giving examples and by responding orally to questions.</p>

**THEME: SEXUALITY AND SEXUAL HEALTH**

**Lesson 2:**

**Exploring gender issues**

**Life skills:**

*Social:* Communication

*Cognitive:* Critical thinking, Self evaluation

*Coping:* Values Identification

Objectives	Content	Activities/Strategies	Materials	Evaluation
<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Explain the concepts of gender and gender roles.</li> <li>▪ Demonstrate an understanding of ways in which traditional gender roles are changing.</li> <li>▪ Demonstrate an awareness of differences in gender roles (behaviours, professions, workplace and at play).</li> <li>▪ Identify factors which determine gender roles.</li> </ul>	<p><b>What is gender and what are gender roles?</b> At home, my sister/brother and I do different things.</p> <p><b>Who determines roles of men and women?</b> Gender roles are different in different places and may be determined by social norms and values.</p> <p><b>Gender roles are changing.</b></p> <p>(Culture of other Countries)</p>	<p>Concept mapping What do you do at home with your mother? Do you do the same chores as your brother/sister? Why do you think that this is so?</p> <p>Pupils create three charts. One chart lists -Things Girls Do; another- Things Boys Do and a third-Things both Girls and Boys do.</p> <p>Ask pupils if there are differences/ similarities in what boys and girls do? What are the similarities/differences? Why are there differences? Is it OK for boys and girls to do the same things to help Mom? Pupils add new jobs to the lists.</p> <p>Pupils work in small groups to make collages, using pictures they draw that reflect tasks on the lists.</p>	<p>Pictures of male and female at work; at play(playing cricket, boxing etc)</p> <p>Self – Awareness Skill Poster</p> <p>Critical Thinking Skill Poster</p> <p>Charts-Made by Teachers.</p> <p>Concept map</p>	<p>Pupils can accurately identify gender differences in task assignment at home and school.</p> <p>Evaluate lists.</p> <p>Evaluate collages to demonstrate any changes in gender roles.</p>

**THEME: SEXUALITY AND SEXUAL HEALTH**

**Lesson 3:  
Life Skills:**

**Protecting yourself**

*Social:* Communication, Assertiveness

*Coping:* Self -management

*Cognitive:* Critical thinking, Decision-making

Objectives	Content	Activities/Strategies	Materials	Evaluation
<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify bad behaviours/touches by adults, family member or peers.</li> <li>▪ Demonstrate an understanding of measures to protect themselves against sexual approaches and actions by adults, peers and older children.</li> </ul>	<p><b>Unsafe situations/relationships</b> Knowing what good and bad touches/behaviours are, and which ones are not appropriate.</p> <p>e.g., It is not OK for someone to touch you in your private places even if:</p> <p>(i) He/she invited me to take a drive in the car.</p> <p>(ii) He/she offered to buy me fried chicken or ice-cream</p> <p>(iii) He/she is my family member.</p> <p><b>What can I do to protect myself?</b> Report it or talk to someone about it. Plan what to say.</p> <p><b>What if they don't believe me?</b> Go tell someone else.</p>	<p>Scenario: "Suppose you are at Kenisha's house and her older brother asks you to play a game where you have to take off your clothes." Pupils talk to each other in small groups and work out what they would do.</p> <p>Sometimes an adult will touch you and it will feel nice, but you are uncomfortable. Remember that it is not OK for adults to touch you in any way that makes you feel uncomfortable. Who would you talk to about this? Pupils discuss who to talk to and what to say, using the "Stop and think it through" game.</p> <p>Pupils discuss Tell Scheme poster and role play demonstrating who to tell and what to say.</p>	<p>Tell Scheme poster/card</p> <p>Puppets</p> <p>Text: <u>Text about HIV&amp;AIDS in the Caribbean</u></p> <p>Diane Browne ,Gisela Winkler &amp; Maren Bodenstein</p> <p>Tell Scheme Posters</p>	<p>Identify actions that are inappropriate.</p> <p>Correct identification of inappropriate action</p> <p>Tell or show what they would do if they had those problems.</p> <p>Name one person they can trust to share their concerns and feelings.</p>

**THEME: SEXUALITY AND SEXUAL HEALTH**

*Unit 2: HIV and AIDS*

**General Objectives:** By the end of this unit, pupils should be able to:

1. Demonstrate knowledge of HIV and AIDS.
2. Demonstrate an understanding of the transmission and prevention of HIV.
3. Demonstrate positive attitudes towards persons living with HIV and AIDS.

**Lesson 1: STIs and HIV and AIDS can be prevented and controlled**

**Life Skills:**

*Social:* Communication, Relating to others

*Cognitive:* Creative thinking

*Coping:* Decision making, Self-evaluation, Goal setting

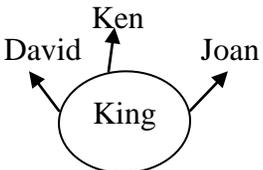
Objectives	Content	Activities/Strategies	Materials	Evaluation
<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate an understanding of HIV and AIDS.</li> <li>▪ Demonstrate knowledge that there is no cure for HIV and AIDS.</li> <li>▪ Demonstrate the correct behaviours in cases of accidents with blood.</li> </ul>	<p><b>HIV and AIDS:</b> Human Immunodeficiency Virus (HIV). Acquired Immunodeficiency Syndrome (AIDS).</p> <p>The virus lives in blood and other specific body fluids. HIV depresses the body's immune system, making it difficult for the body to resist bacteria that might cause disease.</p> <p>HIV is spread when HIV-infected fluid passes from one person to the blood-stream of another person. <b>HIV is not passed in saliva, sweat, tears, urine, bowel movements, mosquito bites, clothes, phone receivers or toilet seats. It is not passed by donating blood, eating together or shaking hands.</b></p>	<p>What does HIV mean? What does AIDS mean? How do you get HIV? Pupils examine chart and repeat the words.</p> <p>Pupils discuss how a person gets HIV.</p> <p>Pupils discuss ways in which HIV cannot be transmitted.</p> <p>Teacher reads a part of the story and pupils discuss.</p>	<p>Text: <u>Text about HIV&amp;AIDS in the Caribbean</u> Diane Browne ,Gisela Winkler &amp;Maren Bodenstein</p> <p>Breaking the Silence? - Caribbean HIV&amp; AIDS Readers</p>	<p>Pupils give the meaning</p> <p style="padding-left: 40px;">(i) HIV (ii) AIDS</p> <p>Pupils demonstrate knowledge of how HIV can be transmitted.</p> <p>Scrap book</p>

	<p>You do not actually “catch” AIDS. Persons who get infected with HIV may develop AIDS when their immune system is badly damaged and they get really sick with more than one kind of infection. <b>There is no cure for HIV or AIDS.</b></p> <p><b>How should I clean up blood if there is an accident?</b>  We must always be careful when we come in contact with blood. If accidents happen at school or at home, tell an adult right away, as there are certain precautions that we must take when dealing with blood:</p> <p>(i) <b>Gloves must always be worn!</b>  (ii) Clean the area with disinfectant, and use bleach to clean any surface where they may be blood;  (iii) <b>cloth/paper towel used must be placed in a new garbage bag immediately after being used.</b>  (v) Remove gloves and place in garbage bag; tie the bag, and dispose of properly.  <b>Wash hands thoroughly!</b></p>	<p>Pupils role play what to do if there is an accident in school and there is blood.</p>	<p>Pictures of persons infected with HIV/AIDS</p> <p>Gloves-for demonstration</p> <p>-Practice hand washing  - water, soap, basin, towel</p>	<p>Observation  -Listing Steps in hand washing</p>
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**THEME: SEXUALITY AND SEXUAL HEALTH**

**Lesson 2: The human side of HIV and AIDS**

**Life skills:** *Social:* Communication, Empathy  
*Cognitive:* Critical thinking  
*Coping:* Coping with pressure

Objectives	Content	Activities/Strategies	Materials	Evaluation
<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>Explain why some persons relate negatively to those who have HIV (jeering, pointing, laughing, etc.).</li> <li>Demonstrate positive attitudes toward persons living with and affected by HIV and AIDS.</li> <li>Describe appropriate behaviours toward persons with various disabilities, including HIV and AIDS.</li> </ul>	<p><b>Stigma</b>            Stigma is the use of negative labels to describe someone who may be different from others in some way. Stigma is hurtful and can lead to discrimination.</p> <p><b>Victimization</b>            Prevents those living with HIV &amp; AIDS, and other difficulties, from functioning as normal citizens, and deprives them of their rights.</p> <p><b>Discrimination</b>            Making an unjust distinction against someone e.g. on the grounds of race, colour, disease and personal appearance.</p> <p><b>What can I do to prevent discrimination?</b>            All children/persons should be treated with love, respect, although they may look different, or like different activities.</p> <p>I can be kind to people too. People with HIV, AIDS, and other illnesses need hugs too.</p>	<p>Are you always kind to everyone? What about people makes us treat them badly? Pupils talk among themselves in small groups and list the people whom they laugh at or jeer.</p> <p>Teacher tells/reads a story/sings a song . Afterwards they discuss what they would do if a child in their class were HIV+. Also they discuss how they would respond to people who treated the child badly.</p> <p>Divide the class into three groups. Each group discusses one of the following:</p> <ol style="list-style-type: none"> <li>How we make HIV infected pupil feel when they are victimized.</li> <li>What we can do to make HIV infected children feel better or more loved.</li> <li>How we can be nicer when speaking to persons who are different from us.</li> </ol> <p>As a class, pupils create an activity to encourage persons not to discriminate against persons living with HIV and AIDS.</p> <p>As a class, pupils can use positive words to describe each other.</p>	<p>Teacher composed poem or song</p> <p>CD player            Poster            Poster depicted            Discrimination/stigma</p> <p>Resource Person</p> <p>Art work</p>	<p>Observe pupils behaviour over time using a checklist. Do follow-up sessions as needed to address stigma/ discrimination issues.</p> <p>Pupils can name at least one nice thing they can do to help pupil living with HIV and AIDS.</p> <p>Evaluate activity.</p> <p>Webbing</p> 

**THEME: SEXUALITY AND SEXUAL HEALTH**

**Lesson 3:  
Life Skills:**

**How to get help**

*Social:* Communication, Cooperation

*Cognitive:* Decision-making

*Coping:* Self-management, Self-assertiveness

Objectives	Content	Activities/Strategies	Materials	Evaluation
<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Contact health and social service facilities in their school and community to obtain information on health, social and emotional problems.</li> <li>▪ Give the names of at least three persons or organizations that can provide help.</li> </ul>	<p><b>Health resources</b></p> <p>There are community and national resources that can help with health, social and emotional problems or concerns.</p> <p><b>Who/where to go to get help</b></p> <p>(i) Ask a trusted adult</p> <p>(ii) Speak to your teachers, counsellor at school, your pastor at church, your doctor, and/or a policeman.</p> <p>(1) Social Worker (2) Probation Officer (3) Child Protection Officer</p>	<p>Who do you contact when you have questions about anything? How do I reach him/ her? Pupils discuss the questions in groups and come up with a list of persons and where to find them.</p> <p>Pupils create a one-page directory of resources. Pupils copy the names and contact information into their books.</p>	<p>Chart created by teacher</p> <p>Teacher will use decision-making Skill Poster</p> <p>Scrap book</p> <p>Telephone Directory</p>	<p>Create their own copy of resource directory with 2-3 persons.</p>

**THEME: APPROPRIATE EATING AND FITNESS**

**Unit 1: Healthy Eating**

**General Objectives:** By the end of the unit, pupils should be able to:

1. Understand that food helps them grow and keeps them healthy.
2. Identify different fruits and vegetables and their functions.
3. Make healthy food choices.

**Lesson 1: Healthy foods**

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

*Cognitive:* Self- evaluation, Decision making

*Coping:* Self- monitoring

Objectives	Content	Activities/Strategies	Materials	Evaluation
<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate a commitment to a healthy eating campaign - 'One fruit/one vegetable a day' campaign.</li> <li>▪ Explain why they should eat fruits and vegetables.</li> </ul>	<p><b>Food groups</b> Foods have different functions.</p> <p><b>Why we eat fruits.</b> For vitamins. Different fruits contain different vitamins so it is important to eat a variety of fruits eg: Vitamin 'C'.</p> <p><b>Why we eat vegetables</b> Dark green, leafy and yellow vegetables provide vitamins, minerals and carbohydrates.</p> <p>Different vegetables provide different benefits so it is important to eat a variety of them. Fresh vegetables are low in sodium, fat and calories.</p>	<p>Pupils work together in small groups to discover the vitamins in the fruits they eat regularly. They share this information and find out how much fruit they need to eat.</p> <p>Pupils work together in small groups to discover the vitamins and minerals found in the vegetables they eat regularly. They share this information and find out how much vegetable they need to eat.</p> <p>Pupils conduct survey of the fruit/vegetable eating habits of pupils in class. Discuss findings and what they mean. They present findings and make suggestions to principal and teachers.</p> <p>Use a resource person such as a farmer or a video and have children engaged in discussion on healthy eating.</p>	<p>Food Chart</p> <p>CD player (CD with appropriate songs) TV/VCR</p> <p>Advocacy Skill Poster</p> <p>Labels</p>	<p>Identify which vitamins are in fruits.</p> <p>Identify which vitamins and minerals are in vegetables.</p> <p>Design a poster for the one fruit/one vegetable a day.</p>

**THEME: APPROPRIATE EATING AND FITNESS**

**Lesson 2:**

**Healthy food choices**

**Life Skills:**

*Social:* Communication, Cooperation, Assertiveness

*Cognitive:* Critical thinking, Decision-making

*Coping:* Self-control, Self-management

Objectives	Content	Activities/Strategies	Materials	Evaluation
<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe the types of foods that make up a balanced diet.</li> <li>▪ Understand how much of each food type should be eaten daily to keep healthy.</li> <li>▪ Show empathy for, and tolerance towards, persons who are obese or vegetarian.</li> </ul>	<p><b>We need to eat a good balance of different foods each day</b> Understanding a food chart/pie which is a way of describing a healthy, balanced diet.</p> <p>We need to eat a larger quantity of some foods, and a smaller quantity of others.</p> <p>We need to know how much food to eat to keep healthy.</p> <p><b>Being overweight makes you un-healthy.</b></p>	<p>Pupils examine the food charts to try to understand how much food from each of the food groups they need to be healthy.</p> <p>Pupils prepare “a diet for a day” using correct proportions of each food type.</p> <p>Half the class collects information about being overweight or obese, and tells the class: (i) how such persons feel (ii) effects of being obese</p> <p>Half the class collects information about being vegetarian, and tells the class: (i) who makes this choice what this choice means</p> <p>Listening to a CD player or viewing an advertisement which talks about healthy eating.</p> <p>Resource persons to talk about eating the right foods.</p>	<p>Resource persons Television/CDs/DVD player and DVD.</p> <p>Food Chart – Go Foods ,Glow</p> <p>Critical thinking poster</p> <p>Pictures- healthy individuals overweight individuals underweight individuals</p> <p>Resource persons eg: nurse</p> <p>- Samples of different foods</p>	<p>Pupils create a scrap book with a diet plan for a day.</p> <p>Pupils deliver presentations based on topic eg: Show and Tell.</p>

**THEME: APPROPRIATE EATING AND FITNESS**

*Unit 2:*

***Fitness***

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

1. Understand that physical exercise keeps them healthy.
2. Understand how to be safe and stress free while playing.

**Lesson 1:  
Life skills:**

**Building your muscles**

*Social:* Communication

*Cognitive:* Critical thinking, Decision-making

*Coping:* Self management, Persistence

Objectives	Content	Activities/Strategies	Materials	Evaluation
<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Apply critical thinking and decision making skills to select from a number of exercise and fitness options.</li> <li>▪ Describe the role of muscles in their bodies.</li> <li>▪ Describe how to build strong muscles.</li> </ul>	<p><b>Muscles</b> Muscles help you to do things and to move.</p> <p><b>To make strong healthy muscles, you need to eat healthily, and do special exercises.</b></p> <p>It is not healthy to use medicines to help build your muscles. (give examples)</p>	<p>Invite PE specialist/fitness trainer to talk about and demonstrate exercises that build muscles e.g., push ups, sit ups, climbing, running, jumping, skipping.</p> <p>Using a model of an arm, the expert will also demonstrate how arm muscles work to lift pencil, book, school bag, etc. The expert will also set up display of foods that build muscles. Children will participate and ask questions.</p> <p>Each pupil selects an exercise he/she interested in and can do each day. Pupils also make a promise to eat foods that will help build their muscles. Ask pupils to create an exercise journal and write each day which exercise they do, and which foods they eat, to help build their muscles.</p>	<p>Pictures TV footage</p> <p>Model of an arm, leg.</p> <p>Journals</p>	<p>Pupils can demonstrate appropriate exercises to build muscles in their body.</p> <p>Evaluate exercise journals.</p>

**THEME: APPROPRIATE EATING AND FITNESS**

**Lesson 2:**

**Living healthily and safely**

**Life Skills:**

*Social:* Communication, Cooperation, Relationship building, Assertiveness

*Cognitive:* Critical thinking, Decision-making

*Coping:* Self-control, Self-management

Objectives	Content	Activities/Strategies	Materials	Evaluation
<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand the importance of physical activity.</li> <li>▪ Demonstrate an understanding of the importance of keeping safe while engaged in physical activity.</li> <li>▪ Recognise the importance of team participation.</li> </ul>	<p><b>Physical activity</b> Daily physical activity strengthens your body; helps you to keep fit; strengthens your heart and lungs; creates more energy in the body, and even helps to keep you stress free.</p> <p><b>Healthy living requires that we do a variety of things: work, play, exercise, rest.</b></p> <p><b>Choosing the right activities is important to avoid muscle aches or injuries.</b> Try to choose an activity you are interested in and that will not put too much strain on your body before your body can manage.</p> <p><b>Safety rules are important when engaging in any form of exercise or physical activity.</b></p> <p><b>Importance of team participation</b> Team sports help to build communication skills, patience, persistence, and allows students to bond with each other and work together to achieve their goal.</p>	<p>PE specialist takes pupils through physical activities:</p> <ul style="list-style-type: none"> <li>▪ Low impact aerobics and stretching</li> <li>▪ Skipping/jump rope</li> <li>▪ Hop scotch</li> <li>▪ Running and jumping</li> </ul> <p>Pupils form teams, organize, plan and play a game. Before starting they discuss benefits of physical activities such as sports/games, and of playing on a team.</p> <p>PE specialist discusses the importance of keeping safe while exercising or playing sports/games. In groups, pupils discuss the rules of the sport/game they have selected and how these help to keep them safe from injuries.</p> <p>Pupils also discuss safety rules that they may use on the playground.</p> <p>Pupils play the sport/game they have selected using the safety rules.</p>	<p>Skipping ropes</p> <p>Balls</p> <p>Critical Thinking Poster</p> <p>Pictures</p> <p>Charts</p>	<p>Level of participation in exercises.</p> <p>Benefits of physical activity.</p> <p>State the importance of safety rules when exercising or playing sports/games.</p> <p>Pupils apply safety rules while engaged in physical activity</p>

**THEME: APPROPRIATE EATING AND FITNESS**

**Lesson 3:** **Competition/competing with others is good**  
**Life Skills:** *Social:* Communication, Cooperation, Teamwork  
*Cognitive:* Decision-making, Critical-thinking  
*Coping:* Self-control, Self-awareness

Objectives	Content	Activities/Strategies	Materials	Evaluation
<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Explain at least two Benefits of competitions.</li> <li>▪ Demonstrate two ways of easing pressure.</li> </ul>	<p><b>Competition helps you to be a better person.</b>            It improves your skills and knowledge, and leaves you feeling happy. It also helps to develop team spirit.</p> <p>Playing with a friend is more fun than playing alone.</p> <p>Competition can bring pressure and stress; however, there are ways to reduce this.</p>	<p>Pupils in pairs will exchange likes/dislikes about playing games, sports. Later in small groups they will share their feelings about competitions and the benefits of competitions.</p> <p>Organize a competition in class. Afterwards, pupils describe their feelings about competing, winning and losing.</p> <p>Practicing ways of easing pressure in competitions, like getting enough sleep, eating properly, taking deep breaths, talking with coach, parent, teachers and friends. Class practices these actions during the competition.</p>	<p>Decision-making poster            Role play/Simulation            Different types of Games-Rules</p> <p>TV footage eg:            Guyana/West Indies winning a T20 match or listen to a recording.</p> <p>Chart-teacher made showing ways of easing pressure</p>	<p>Completion exercises e.g            When I win I feel-----            When I lose I feel-----</p> <p>Evaluate how children take winning and losing.            Art-Expressing how they feel.</p> <p>Observe pupils role play ways of easing pressure.</p>

**THEME: SELF AND INTERPERSONAL RELATIONSHIPS**

*Unit 1: Self*

**General Objective:** By the end of the Unit, pupils should be able to:

1. Demonstrate the capacity to get organized.
2. Demonstrate the capacity to make good decisions.
3. Use coping and social skills to deter involvement in risky situations.

**Lesson 1: Setting goals for myself**

**Life Skills:**

*Social:* Communication

*Cognitive:* Critical thinking

*Coping:* Self evaluation, Self management

Objectives	Content	Activities/Strategies	Materials	Evaluation
<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe themselves in terms of their qualities, attributes, characteristics and talents.</li> <li>▪ Explain why they like at least two of their qualities/ characteristics.</li> <li>▪ State at least two personal goals (“what I want to do next week/next year/when I grow up”).</li> </ul>	<p><b>What am I like?</b>            What do I like to do?            What are my talents?            What do I like about myself?</p> <p><b>It is important to think out personal goals</b>            Goals help me to get on in life. I can plan to do well at sports &amp; school work. This will help me to become a musician, an athlete, a doctor, or whatever I wish.</p> <p>Some goals are for next week, some for next year, others are for when I grow up.</p> <p><b>Getting organized</b>            We can learn how to work efficiently.            When we achieve our goals, we should celebrate!</p>	<p>What qualities, talents do I have?            How can I use these talents to get some of what I want? Pair pupils. Ask them to name three (3) things they like about themselves and each other. Each one in the pair writes a sentence: Your best quality is .....</p> <p>Individual pupils develop personal diary or scrap book with pictures illustrating “Myself” “My life” “What I am going to be when I grow up” “What I need to do in order to become.....”</p> <p>Pupils prepare individual goals and write out list of steps to achieve same task for next day/next week/next term (get ready/list/ organize-focus-do it).</p>	<p>Photographs of self            - Journals -Personal</p> <p>Journals</p> <p>Critical Thinking Poster</p> <p>Sample of activity on Chart</p>	<p>Explain why they like each characteristic or attribute.</p> <p>e.g Completion -            Three things I like about myself            1.            2.            3.            Three things I am good at are            1.            2.            3.</p> <p>Completing checklist matching steps for tasks towards goals.</p>

**THEME: SELF AND INTERPERSONAL RELATIONSHIPS**

**Lesson 2:  
Life Skills:**

**Making decisions**

*Social:* Communication

*Cognitive:* Critical thinking, Self evaluation, Decision making

*Coping:* Self-awareness

Objectives	Content	Activities/Strategies	Materials	Evaluation
<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Suggest at least two disadvantages &amp; consequences of guessing.</li> <li>▪ Demonstrate steps of Good decision making.</li> <li>▪ Identify at least two substances/situations which may cause harm to their bodies &amp; minds.</li> </ul>	<p><b>Guessing is not “smart” when you have to make important decisions/choices.</b> When making decisions, the steps are :</p> <p>(i) Stop, (ii) Think it through/talk it over with myself/other person</p> <p>(iii) Consider the consequences (iv) Decide (v) Stand by the decision made.</p> <p><b>It is not wise to put things into my body or mind that will cause me harm.</b> I am careful about myself, because I like myself. I want to take care of myself.</p> <p>Watching too much television. Too much TV watching harms eyes, brain development. Many dangerous substances can harm the body.</p>	<p>Pupils, working in groups, practice decision making skills - “stop, think it through” Pupils recite the words to popular songs which note the effects of decisions/decision making on feelings. Pupils say if the singer used the right decision-making steps.</p> <p>Pupils are divided into groups and discuss (i) how much time they spend watching TV and (ii) how much time is spent playing video games. Each group should talk about the harm that they may be doing to their bodies and minds, and how this makes them feel.</p> <p>Other pupils recall and identify how many advertisements about alcohol and cigarette smoking they see and how the advertisements make them feel.</p> <p>Pupils make a plan to reduce how much TV they watch and the amount of time they spend playing video games. Ask pupils to record in their journals how much time each day they spend watching TV and playing video games.</p>	<p>-Stories teachers made - Case studies - words of song eg: -Copy of Steps in decision making skills (Decision making poster)</p> <p>-Art -Pictures Scrap book -magazines Newspapers</p> <p>-Personal Journals -Drawings/ Pictures of T.V. character</p> <p>Song-Flowers of Humanity</p> <p>Song- Bits of Paper Self-awareness poster</p>	<p>Completion I like this song because</p> <p style="text-align: center;"><b>Or</b></p> <p>Art to show how the song make he/she feel.</p> <p>Completion Items Matching items</p> <p>Evaluate journals.</p>

**THEME: SELF AND INTERPERSONAL RELATIONSHIPS**

**Lesson 3:  
Life Skills:**

**I can control myself**

*Social:* Communication

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

*Coping:* Self-awareness, Self-evaluation, Self-management

Objectives	Content	Activities/Strategies	Materials	Evaluation
<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Apply strategies to ensure effective communication in daily life.</li> <li>▪ Explain at least two rules for controlling behaviour.</li> </ul>	<p><b>Good communication leads to healthy relationships.</b> Communication means receiving and giving ideas through different methods for e.g. talking, writing, signing, and other ways, which may include the use of technology.</p> <p>Strategies for good communication include listening, keeping eye contact, smiling, standing properly or sitting up straight and speaking clearly.</p> <p><b>Being in control of my behaviour is helpful at school and at home.</b></p> <p><b>Feelings and emotions</b> Identify/name/describe/portray different feelings. Identify situations which evoke specific feelings and emotions.</p>	<p>The class listens to the story called '<i>The Project or the Party</i>'. What will Shauna Kay do? Pupils are divided into three groups and each writes an ending for the story.</p> <p>In the ending to the story, describe and name the feeling or emotion portrayed, and discuss what to do when faced with these choices.</p> <p>In groups, pupils discuss the importance of controlling their behaviour.</p>	<p>-Copies of case studies -Scenarios -Stories-Teacher made -Pictures of Scenarios</p> <p>Song- Let there be peace on Earth</p> <p>Problem solving poster</p> <p>Helpful Friends</p>	<p>Assess the endings to the story.</p>

**THEME: SELF AND INTERPERSONAL RELATIONSHIPS**

**Lesson 4:**

*Life Skills:*

**Avoiding Conflict**

*Social:* Communication

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

*Coping:* Self-awareness, Self-evaluation, Self-management

Objectives	Content	Activities/Strategies	Materials	Evaluation
<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate an Understanding of causes and effects of conflict.</li> <li>▪ Take steps in two given situations to resolve conflict.</li> <li>▪ Discuss/practice positive ways of avoiding or preventing situations which evoke/bring up specific feelings and emotions.</li> </ul>	<p>A conflict is a disagreement between individuals, or a group of persons, who share different opinions or views about certain topics or situations.</p> <p>Dealing with conflicts is important for relationships as they may cause us to react in ways which may hurt other people.</p> <p>Conflicts can be resolved in different ways. We can do things to avoid getting specific feelings irritated, like walking away, playing a game, singing or doing something positive.</p>	<p>What do you do when someone upsets you? Would you like someone to do that to you?</p> <p>Pupils work together in groups and discuss what makes them mad, and what they do when they are mad. Then they discuss ways of avoiding conflict and how they could use some of these skills when they are angry.</p> <p>In small groups, pupils role play ways of resolving conflicts, and controlling their behaviour.</p>	<p>Puppets</p> <p>Problem solving poster Conflict resolution poster</p> <p>Teacher made Stories (short On Conflict resolution)</p> <p>- Chart - Stories - Scenarios</p>	<p>Observing –how they using skills to resolve conflict.</p> <p>- Completion exercises eg:</p> <p>1. 2.</p> <p>Evaluate stories to identify</p> <p>1. Conflicts - Practical activities</p>

**THEME: SELF AND INTERPERSONAL RELATIONSHIPS**

**Unit 2: Relationships**

**General Objectives:** By the end of this unit, pupils should be able to:

1. Demonstrate an understanding of emotions and the situations which bring them up.
2. Communicate to strengthen the family ties.
3. Assess their feelings about changing situations and their ability to adjust to changes.

**Lesson 1: Special Feelings**

**Life skills:**

*Social:* Communication

*Cognitive:* Critical thinking, Decision making

*Coping:* Self-management, Self-evaluation

Objectives	Content	Activities/Strategies	Materials	Evaluation
<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Discuss their feelings about difficult or pleasant situations.</li> <li>▪ Identify situations which may bring on specific emotions.</li> <li>▪ Identify ways to ‘cheer up’ or help a friend, or help yourself cope with loss and/or disappointment.</li> </ul>	<p>We have special feelings and emotions. It is good to remember happy times and use positive ways of expressing our emotions.</p> <p>There are situations which evoke specific feelings and emotions. Parting with a relative, death of a loved one or pet or major disappointments can cause grief.</p> <p>Friends and family can help us to feel better and manage the loss and disappointment.</p>	<p>Use of interactive poster <i>Feelings</i>. Pupils describe the feelings and emotions associated with happy and sad times. Pupils draw pictures/faces of sad times e.g. death of loved one or a disappointment.</p> <p>Pupils write in their journals, their feelings, after hearing a sad story on the news or in their family.</p> <p>Invite resource persons e.g. Guidance Counsellor, to speak about grief and ways of overcoming it.</p>	<p>Posters Art work-markers</p> <ul style="list-style-type: none"> <li>- Crayons</li> <li>- Pencils</li> <li>- paper</li> </ul> <p>Journals</p> <ul style="list-style-type: none"> <li>- Newspaper articles</li> <li>- Teacher made stories</li> </ul> <p>Resource Persons Stories Timelines</p>	<p>Pupils are able to accurately identify positive ways of expressing emotions linked to sad times.</p> <p>-Multiple Choice items</p> <p>Journals completed.</p> <p>- Creating Timelines</p>

**THEME: SELF AND INTERPERSONAL RELATIONSHIPS**

**Lesson 2:  
Life Skills:**

**Family bonding**

*Social:* Communication, Assertiveness

*Cognitive:* Creative thinking, Self-evaluation

*Coping:* Self-awareness

Objectives	Content	Activities/Strategies	Materials	Evaluation
<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Define ‘family’.</li> <li>▪ Identify and describe at least three family types.</li> <li>▪ Draw a family tree showing three generations.</li> <li>▪ Describe the activities that they do/should do as a family.</li> </ul>	<p>There are four main types of families:  <i>Nuclear</i>  <i>Single parent</i> (Mother/or father headed)  <i>Extended family</i>                      Households headed by grandparent(s)  <i>Sibling</i> households</p> <p>A Family Tree is a way of showing the generations in a family.</p> <p>Families bond together for emotional, social and cultural reasons. Family bonding is important as families can provide support for each other. Spending time together doing fun activities helps families to bond.</p>	<p>What kind of family do you have? How many generations do you know? Pupils form small groups and discuss the members of their families and the differences between the generations.</p> <p>Pupils discuss the differences and similarities in the shapes of their family trees. Individual pupils draw their family trees and display their family trees. Pupils say what they would like to do with their own families.</p> <p>Pupils organize ‘Bring your parent(s) to school’ day. They plan displays and any other activities for the parents and guardians.</p>	<p>Pictures of different types of families.</p> <p>-Art</p> <p>Sample of a completed family tree</p> <p>-Template of a family tree                      -Pictures                      -other materials for display</p> <p>Communication Skill Poster</p> <p>Assertiveness Skill Poster</p> <p>Creative Thinking Skill Poster</p>	<p>- Art work showing their families</p> <p>Pupils complete at least one level of their family tree and identify the relationships.</p> <p>Completion exercises</p> <p>Invitation to family member to school event</p>

**THEME: SELF AND INTERPERSONAL RELATIONSHIPS**

**Lesson 3: Dealing with new situations**

**Life Skills:**

*Social:* Communication

*Cognitive:* Self evaluation, Critical thinking, Decision making

*Coping:* Self-awareness, Self-management

Objectives	Content	Activities/Strategies	Materials	Evaluation
<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Discuss their feelings about change in a given situation.</li> <li>▪ Use communication skills to help adjust to the changes that are presented.</li> <li>▪ Know who to contact if they are having emotional problems.</li> </ul>	<p>Situations in life e.g., physical, emotional, family and social, can change unexpectedly as a result of death, migration accidents.</p> <p>We can learn how to handle these changes.</p> <p><b>Health Resources</b> There are community resources that can help with problems in life eg: Health Centre Welfare office.</p> <p>There are agencies and persons whom we can contact to help us.</p> <p>Research phone books etc to list names, locations of health, social services in community (doctors, counsellors, pastors, nurses, telephone hotlines).</p>	<p>Class works in two groups to role play new school or new address. Pupils work out how to meet the new people and make new friends. Students demonstrate using role plays.</p> <p>Assign one group of pupils to new seats. They remain in the new seats for one week. Afterwards, pupils discuss the feelings of those who were moved and those who remained in their old places, but had a new neighbour.</p> <p>What do you do when you need help? Pupils work together to create a new directory for the class, listing all the sources of help that pupils can use.</p>	<p>Role play</p> <p>Scenarios</p> <p>Pictures</p> <p>Communication Skill Poster</p> <p>Resource persons</p>	<p>Evaluate the students' ability to use communication and coping skills to adjust to a given change using a checklist</p> <p>List the names of at least three sources from which they can get help.</p>

**THEME: MANAGING THE ENVIRONMENT**

*Unit 1: Interactions in our environment*

**General Objective:** By the end of this unit, pupils should be able to:

1. Understand how the elements of a healthy environment interact.
2. Identify the importance of trees to the environment.
3. Identify Threats to the environment.

**Lesson 1: Each element of our environment is important**

**Life Skill:**

*Social:* Communication

*Cognitive:* Critical thinking

*Coping:* Self-awareness

Objectives	Content	Activities/Strategies	Materials	Evaluation
<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate an understanding of the elements of a healthy environment.</li> <li>▪ Demonstrate an understanding of the importance of these elements in our own lives.</li> <li>▪ Explain the concepts of balance and limits in nature.</li> </ul>	<p>The elements of the environment interact with each other (natural, man-made, human).</p> <p>There is a natural balance in the environment, which humans often change.</p> <p>If one element is missing, or is interfered with, the environment becomes unhealthy.</p> <p>There are limits on the amounts of resources found in the natural environment. Pollution and overuse can destroy the environment.</p>	<p>Pupils set up class experiment: Grow plants in different conditions to investigate the effects of lack of air, water and sunlight on growing plants. Observe over 2-3 weeks and keep Journal records.</p> <p>Pupils in groups discuss how each element (air/water/sunlight) affects plants. They also discuss the importance of each element to the environment and the interaction between the <i>natural environments</i> (trees), <i>humans</i> (themselves) and <i>man-made structures</i> (pots, tools).</p>	<p>Pictures, Magazines Experiment materials</p> <p>Critical Thinking Skill Poster</p> <p>Newspaper clippings</p> <p>Interviews (visit to a market or the sea side to speak with fishermen)</p>	<p>Journal records, observations completed.</p> <p>Compilation of scrap book</p> <p>Participation in discussion about changes in natural resources caused by humans.</p>

**THEME: MANAGING THE ENVIRONMENT**

**Lesson 2:**

**Trees and forests keep us healthy**

**Life Skill:**

*Social:* Communication, Collective action  
*Cognitive:* Critical thinking, Problem solving  
*Coping:* Self-awareness

Objectives	Content	Activities/Strategies	Materials	Evaluation
<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate an understanding of the value of plants and forests to the natural environment.</li> <li>▪ Demonstrate an understanding of the importance of plants to our own lives.</li> <li>▪ List at least three ways used to care for plants in our environment.</li> </ul>	<p><b>Plants/forests are essential</b> Plants/forests have many useful functions to other animals, to the natural environment and to humans (e.g., food, aesthetics, fuel, housing, medicines, rainfall, oxygen, soil).</p> <p>Plants/ forests are now suffering because of human interference (deforestation, overgrazing, farming, diseases).</p> <p><b>We need plants, so we need to take care of them</b></p> <p>Although we use wood for fuel, we should replant trees. Healthy trees/forests = healthy environment = health humans.</p>	<p>Give each group of pupil an acre of imaginary land, to fill with trees, animals, rivers, mountains. Each group then chooses a human problem which can affect their forest, and illustrate the effects, and how the problem could be solved.</p> <p>Pupils take a nature walk: and examine the variety of trees they see and discuss their value to the environment. Pupils ask questions about forests and the environment.</p> <p>A guest speaker from the Forestry Department or Agriculture talks to pupils about the importance of trees.</p>	<p>Research/Simulation/Art</p> <p>Agriculture Extension Officer</p> <p>Chart/ School project</p> <p>Checklist (observations made by teacher)</p> <p>Critical Thinking Skill Poster,</p> <p>Problem Solving Skill Poster</p>	<p>Pupils know three basic requirements for healthy growth of plants and the effects of their absence.</p> <p>Evaluate their grasp of the role of trees in the environment.</p> <p>Evaluate school project.</p>

**THEME: MANAGING THE ENVIRONMENT**

*Unit 2: Caring for and keeping our environment healthy*

**General objectives:** By the end of this unit, pupils should be able to:

1. Appreciate that they can take action, to keep their environment healthy and safe.
2. Understand the relationship between a healthy environment and healthy humans.
3. Appreciate the contributions of those who help keep the environment clean.

**Lesson 1: Threats to the environment - Flooding**

**Life Skills:**

*Social:* Communication

*Cognitive:* Decision making, Problem solving

*Coping:* Self-management

Objectives	Content	Activities/Strategies	Materials	Evaluation
<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify the ways in which the quality of the environment affects personal well being and health.</li> <li>▪ Develop skills for coping with impending disasters.</li> </ul>	<p>Floods are a problem to our own health and the health of our environment.</p> <p>Floods cause health problems when drinking water is polluted.</p> <p>Improper disposal of garbage often causes flooding – rivers /creeks are blocked with garbage because there are no proper ways to dispose of it.</p> <p>Pollution of water and air from car exhausts &amp; factory smoke cause health problems.</p>	<p>Pupils identify older persons in the community and make plans to interview these persons to find out about the impact of floods, air and water pollution etc. They will also find out what caused these events, their effects, and links to human health problems.</p> <p>Do you know what to do when a storm is approaching?</p> <p>Later, each group chooses a type of disaster (flood, hurricane or earthquake) and they develop plans to deal with the disaster and recovery activities.</p>	<p>-Pictures of Flooded areas</p> <p>-Teacher made story /scenario based on floods</p> <p>-Materials-How to deal with disasters (made by teacher) Chart created by teacher</p> <p>- TV footage</p> <p>Communication Skill Poster</p>	<p>Creation of posters Scrap book</p> <p>Bulletin board</p> <p>Scrap book on disasters and coping activities creating mural</p>

**THEME: MANAGING THE ENVIRONMENT**

**Lesson 2: Threats to the environment - Pests**

**Life Skills:**

*Social:* Communication

*Cognitive:* Decision making, Problem solving

*Coping:* What to do after a natural hazard

Objectives	Content	Activities/Strategies	Materials	Evaluation
<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate an understanding of the ill effects of improper garbage disposal.</li> <li>▪ Identify ways in which pests can be managed so as to reduce their impact on humans.</li> <li>▪ Explain the importance of garbage collection.</li> </ul>	<p>Improper disposal of garbage and sewage causes land &amp; water pollution. Polluted areas cause disease carrying organisms to breed &amp; affect the humans in the environment.</p> <p>Rodents, flies and mosquitoes are threats to our health. Pests that interact with humans bring diseases. Pests develop in unclean, unhealthy environments where garbage is uncollected.</p> <p><b>Sanitation workers and garbage collectors have very important jobs.</b></p> <p>We too can take actions to protect our environment, and in doing so, protect our own health.</p>	<p>A Health Officer or Sanitation Officer visits and talks to the pupil about the causes and effects of pests, and how sanitation workers help prevent the spread of disease. The pupils ask questions about improving sanitation to reduce the number of pests.</p> <p>What can pollution do to me? How does it affect me? The pupils work in groups to make a class scrapbook of newspaper clippings about health problems caused by environmental pollution or pupils can draw pictures to put in the scrapbook.</p> <p>Pupils display their scrap books for the school.</p>	<p>Resource Person</p> <p>Newspapers/Magazines</p> <p>An exhibit of a scrap book</p> <p>Decision-making Skill Poster</p> <p>Problem solving Skill Poster</p>	<p>Pupils list the importance of sanitation workers.</p> <p>Posters</p> <p>Teacher evaluates pupils' participation in making the scrapbook.</p>

**THEME: MANAGING THE ENVIRONMENT**

**Lesson 3: My friends and I can improve our environment**

**Life Skills:** *Social:* Communication, Collective action  
*Cognitive:* Critical thinking, Problem solving  
*Coping:* Self-management

Objectives	Content	Activities/Strategies	Materials	Evaluation
<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate personal responsibility for keeping their environment, at school and at home, free of refuse.</li> <li>▪ Practice good personal hygiene.</li> </ul>	<p>A clean environment helps to keep us in good health.</p> <p>We should take actions to protect our health. We can do different things such as:</p> <p>(i) Cover food to protect it from flies.            (ii) Dispose of container properly to destroy breeding grounds for mosquitoes.            (iii) Wash hands before eating and before and after using the bathroom.</p>	<p>Working in small groups, pupils make garbage boxes or bins. Line boxes with plastic. Decorate boxes with proper waste disposal messages. Pupils donate bins to other grades.</p> <p>Pupils discuss becoming Environmental Monitors for school. They discuss their tasks which include checking the area daily and reporting to teachers the problems they see in the environment, and helping to remedy them. Pupils set schedule and roster.</p> <p>The school nurse or other significant resource person demonstrates correct hand washing techniques. Pupils model behaviour.</p>	<p>Bin/Posters</p> <p>Role play materials</p> <p>Resource Persons</p>	<p>Evaluate messages on litter bins.</p> <p>Monitor pupils' actions in classroom and school playground for clean habits and good behaviours.</p> <p>Demonstrating appropriate hand washing behaviour.</p>

**THEME: MANAGING THE ENVIRONMENT**

*Unit 3: Interactions in our environment*

**General Objective:** By the end of this unit, pupils should be able to:

1. Understand the importance of the cultural environment to human development.
2. Identify the importance of taking steps to preserve our culture.

**Lesson 1: Caring for our cultural environment**

**Life skills:** *Social:* Communication, Collective action  
*Cognitive:* Critical thinking, Decision making  
*Coping:* Self-awareness

Objectives	Content	Activities/Strategies	Materials	Evaluation
<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Take two actions to raise awareness of local foods and music.</li> <li>▪ Demonstrate increased pride in their culture.</li> </ul>	<p>Part of the human environment is culture, which is needed for healthy mental &amp; social development.</p> <p>Culture encompasses learned behaviour such as traditions, folklore, values &amp; customs.</p> <p>Our cultural environment comes from our forefathers who are Europeans &amp; West Africans, Indian, Chinese and Lebanese.</p> <p><b>We should care and preserve our culture</b>                      Food, art forms &amp; cooperative customs are important parts of our culture. We are well known for our Guyanese culture. This gives us a good feeling.</p>	<p>What makes you a Guyanese? Is it how you speak? Or is it what you eat? Pupils in small groups research cultural practices in cooking. Groups can choose foods, clothing, music or storytelling. Each group makes a presentation to the class on its findings.</p> <p>A resource person visits to teach pupils music, dance, and poems from different cultures that came to the Caribbean.</p> <p>Pupils bring in and display foods from different ethnic groups.</p>	<p>Records                      Computer                      Displays                      Resource persons                      Interview schedule</p> <p>Food origin from different ethnic groups</p> <p>CD player</p> <p>Critical Thinking Skill Poster,</p> <p>Decision-making Skill Poster</p>	<p>Scrap book creation</p> <p>Evaluate displays during Ethnic Day, National Holidays eg: Republic /Independence Days.</p>

**Sample Lesson  
Lesson Topic**

**‘Feeling Feelings’**

**Age Level:**

Grade 2

**Duration:**

Two (2) half hour (1/2hr) sessions.

**Background:**

Pupils have as great a range of feelings as adults but are often are not given space to express these feelings or are actively encouraged to suppress them.

Under such situations, many children are not in touch with their feelings, are unable to express them, do not have the vocabulary with which to express them or may even feel scared to voice their feelings.

**Student Objectives:**

1. To expose students to a range of feelings, both ‘good’ and ‘bad’
2. To show students that everyone has feelings
3. To show students that our experiences can affect how we feel.
3. For students to understand that our feelings are transient and that often we can take action to change our feelings.
4. For students to understand that there are different types of sadness, some that they can deal with and some that they need to talk to a trustworthy adult about.

**Skills:**

1. To increase their vocabulary with regards to their expression of feelings.
2. To become more aware of how they are feeling.
3. To become more sensitive to how others are feeling.
4. To be able to consider what to do when having a bad feeling.

**Materials:**

**Session 1**

Three ‘Feelings’ posters

Eight feeling cards for posters 1 and 2

Scotch tape or masking tape

**Session 2**

Eight Feeling Cards for Caroline’s story poster

Scotch tape or masking tape

Paper, crayons, markers, pencils, erasers - make sure crayons include a number and range of different shades of brown for skin colour)

**Preparation:**

Look over the cards for each poster. Note that the cards for the third poster, Caroline’s story do not have ‘correct’ places.

## **Session 1**

- Step 1: (1min)      **Introduction**
- Step 2: (2 mins)      Divide class into eight equally sized groups.  
Give each group one of the faces associated with posters 1 or 2.
- Step 3: (5 mins)      Display posters 1 and 2 and, with the class, read through the eight scenarios.  
Returning to the first scenario, ask which group feels they have the child's picture that should be put in the space on the poster.  
Using removable tape (cello tape or masking tape curled over to make it double sided), attach the picture to the poster.  
Go through each scenario asking for the appropriate face.
- Step 4: (2 mins)      Once both posters have been completed, refer to the posters and ask the class which kind of feelings they like to have and which kind of feelings they don't like to have.  
Ask the class if they can see what kinds of feelings are on each poster ('good' feelings on one, 'bad' feelings on the other).
- Step 5 (8 mins)      Using firstly, the 'good' feelings poster, ask students to share a time when they had the same feeling as one of the characters on the poster.
- Step 6 (12 mins)      Using the 'bad' feelings poster, go through each scenario and ask students if they can think of a way that the character could begin to feel better.  
Now ask the students to share a time when they had a bad feeling like one of the characters and ask individual students or the class as a whole to find ways that the student could feel better.

## **Session 2**

- Step 1: (1min)      **Introduction**
- Step 2: (5 mins)      Display the third poster, Caroline's story and distribute Caroline's faces to the eight groups.  
Go through the story and ask groups to identify which 'feeling face' would be appropriate for each section. Paste face into appropriate section.
- Note** That there are no 'right' answers for this exercise. There may be some disagreement as to which face belongs where and faces may even have to be changed around.
- Step 3: (10 mins)      Lead a discussion with the class about Caroline's story (the following questions could be used as a guide).

- What kinds of feelings did Caroline have in the story?
- Is it OK for Caroline to feel happy?
- Is it OK for Caroline to feel sad?
- What caused Caroline's feelings to change?
- Why did Caroline feel happy at first?
- Why did Caroline feel sad?
- When Caroline felt sad what did she do?
- At the end of the story, how do you think Caroline felt?
- Is it OK for you to feel happy?
- Is it Ok for you to feel sad?
- When you feel sad, what can you do?

Step 4: (2 mins) Share with class that feelings are normal and they can change many times during the day depending on the events of the day.

It is fine to feel happy, and it is just as normal to feel sad sometimes.

Step 5: (3 mins) Share with class some things they can do when they feel sad:

- talk about it with a friend, a teacher or a parent
- write about how you feel in a journal or a letter
- draw a picture about how you feel
- find something fun to do – sports and playing games are good ideas.

Step 6: (2 mins) Explain that there are different kinds of sadness. Some feelings of sadness or a bad feeling about something that happened are big. Sometimes they are big enough to feel like they will not go away. If we feel a big sadness or bad feeling about something it is important that we tell an adult we can trust about how we are feeling and what happened to make us feel so sad or have such a big bad feeling.

Step 7: (7 mins) Ask students to draw their own faces showing how they are feeling.

### **Evaluation /Homework**

1. Ask students to keep a daily journal. This could be completed at the end of each school day or at home. The journal could be a sheet of paper with a circle that students complete as a feeling face and they would be asked to verbally share with a partner how they feel or write a word that expresses their feelings.

2. Ask students to bring two pictures of faces cut from a newspaper or magazines. The student should state the name of the persons and explain the expression on their faces.

**THEME: SELF AND INTERPERSONAL RELATIONSHIPS**

**If you're happy and you know it**

If you're happy and you know it clap your hands  
If you're happy and you know it clap your hands  
If you're happy and you know it and you really want to show it  
If you're happy and you know it clap your hands  
2 If you're happy and you know it nod your head  
3 If you're happy and you know it stamp your feet  
4 If you're happy and you know it wink your eyes  
5 If you're happy and you know it hug your friend  
6 If you're happy and you know it give a smile

Kind words can be used in this song.

**THEME: SELF AND INTERPERSONAL RELATIONSHIP**

**Song**

**Helpful Friends**

I have four helpful little friends that  
Walk with me each day  
The first one is excuse me,  
The second one is please,  
My third friend says I thank you,  
The fourth one says I'm sorry  
All four of them are very good and helpful friends to me.

This can be a poem too.

**THEME: SELF AND INTERPERSONAL RELATIONSHIP**

**Song**

**Let there be peace on Earth (Vince Gill)**

Let there be peace on earth  
And let it begin with me.  
Let there be peace on earth  
The peace that was meant to be.  
With God as our father  
Brothers all are we.  
Let me walk with my brother  
In perfect harmony.

Let peace begin with me  
Let this be the moment now.  
With every step I take  
Let this be my solemn vow.  
To take each moment  
And live each moment  
With peace eternally.  
Let there be peace on earth,  
And let it begin with me.

(child)

Let there be peace on earth  
And let it begin with me.  
Let there be peace on earth  
The peace that was meant to be.  
With God as our father Brothers all are we.  
Let me walk with my brother  
In perfect harmony  
Let peach begin with me  
Let this be the moment now.

With every step I take  
Let this be my solemn vow.  
To take each moment  
And live each moment  
In peace eternally.  
Let there be peace on earth  
And let it begin with me.

**THEME: SELF AND INTERPERSONAL RELATIONSHIPS**

**Song**

**Let there be Peace**

Let there be peace on earth  
And let it begin with me  
Let there be peace on earth  
A peace that was meant to be  
With God as our father  
Brothers all are we  
Let me walk with my sister too  
In perfect harmony

**THEME: SEXUALITY AND SEXUAL HEALTH**

**Poem**

**I am Special (by Maggie Allen)**

Oh yes, I'm special  
I'm special as can be  
I'm very special  
I'm special, Don't you agree

Now I don't worry  
If I can't do things  
The very first time I try  
I just keep trying  
Until I do them  
But not with a whine or a cry  
Because I'm special

**THEME: SEXUALITY AND SEXUAL HEALTH**

**Song**

**Be Careful Parts of the Body**

Be careful little hands what you do  
Be careful little hands what you do  
For the father up above is looking down with love  
So be careful little hands what you do  
Be careful little ears what you hear  
Be careful little ears what you hear  
For the father up above is looking down with love  
So be careful little ears what you hear  
Be careful little eyes what you see  
Be careful little eyes what you see  
For the father up above is looking down with love  
So be careful little eyes what you see  
Be careful little feet where you go  
Be careful little feet where you go  
For the father up above is looking down with love  
So be careful little feet where you go

**THEME: SEXUALITY AND SEXUAL HEALTH**

**Song**

**HIV Sung to the tune of Bits of Paper**

H I V

H I V

A human virus

A human Virus

It attacks the immune system

It attacks the immune system

Makes you ill

Makes you ill

H I V

H I V

A human virus

A human Virus

Found in body fluids

Found in body fluids

Be careful

Be careful

**THEME: SEXUALITY AND SEXUAL HEALTH**

**Song**

**My Five Senses – Song**

I have eyes with which I can see

I can hear every sound with my ears

I can feel everything with my fingers

Ten count them over and over again

With my nose I can smell a rose

With my tongue I can taste very well.

\* Note: This too can be a poem.

**THEME: APPROPRIATE EATING AND FITNESS**

**Song**

**Little Farmer**

I'm a little farmer  
In a small co-op  
Taking down my produce  
To the co-op shop  
I've had a good crop  
My produce are sold  
I have money  
..... money, money, money.....

Working together  
Has taught me a lot  
I am happy  
.....I am happy as can be

\* This song may be sung by a group, changing the words: I'm a;  
my; I've I, me; am;  
to we are; our; we're; we; us; are:

**THEME: APPROPRIATE EATING AND FITNESS**

**Song**

**Bourda Market**

Five children in me family  
Not much in me pocket  
Yet I know I will fill my basket  
Things are cheap down at Bourda Market

Bora, ochro, callaloo;  
Plantain, dasheen, eddoe too;  
Coconuts and fresh green fruits;  
All there waiting just for you!

Anything you can think of  
Everything you can get  
Remember just pick up your basket  
Things are cheap down at Bourda Market

**THEME: APPROPRIATE EATING AND FITNESS**

**Poem**

**Eat Green and Yellow Foods**

Eat green and yellow foods  
Eat green and yellow foods  
They are good for you  
They are good for you  
Pumpkin makes your eyes bright  
Bhaggie makes your skin right  
Teeth are fine  
Teeth are fine

**Myself**

My two hands can clap, clap, clap  
My two hands can clap, clap, clap  
My two hands can clap, clap, clap  
Then I place them on my lap.

My two hands can roll around, roll around, roll around  
My two hands can roll around, roll around, roll around  
Roll around without a sound

My two hands can hide away, hide away, hide away  
My two hands can hide away, hide away, hide away  
Ready to play another day

**THEME: APPROPRIATE EATING AND FITNESS**

**Song**

**Flies in the Buttermilk**

Flies in the buttermilk, shoo fly shoo  
Flies in the buttermilk, shoo fly shoo  
Skip to my Lu my darling

**Chorus**

Skip, Skip, Skip to my Lu  
Skip, Skip, Skip to my Lu  
Skip, Skip, Skip to my Lu  
Skip to my Lu my darling

I lost my partner, what shall I do  
I lost my partner, what shall I do  
I lost my partner, what shall I do  
Skip to my Lu my darling

**Chorus**

Skip, Skip, Skip to my Lu  
Skip, Skip, Skip to my Lu  
Skip, Skip, Skip to my Lu  
Skip to my Lu my darling

**THEME: MANAGING THE ENVIRONMENT**

**Song**

**Georgetown Burning (Natural Disasters)**

Georgetown's Burning, Georgetown's Burning  
Call the Engine, Call the Engine  
Fire, Fire throw water, throw water

Or

House is burning  
House is burning  
Call the Engine  
Call the Engine  
Fire, Fire  
Fire, Fire  
Bring water,  
Bring water

**THEME: MANAGING THE ENVIRONMENT**

***Poem***

**Bits of Paper**

Bits of Paper  
Bits of Paper,  
Lying on the floor  
Lying on the floor,  
Makes the place untidy  
Makes the place untidy,  
Pick them up  
Pick them up.