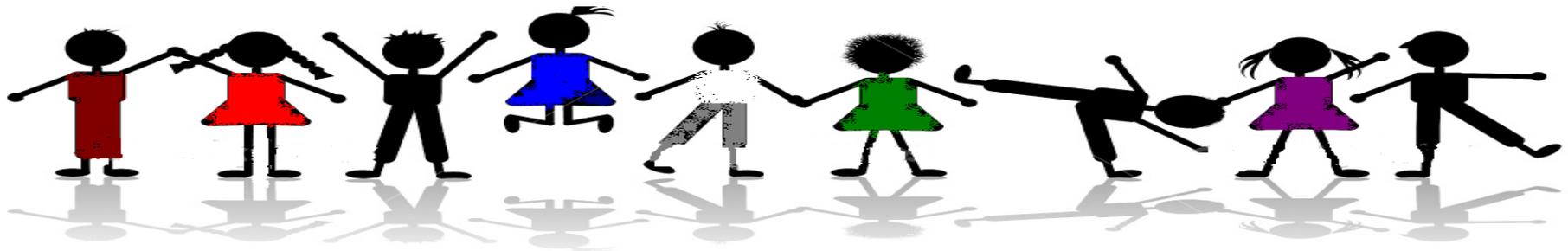




# MINISTRY OF EDUCATION HEALTH AND FAMILY LIFE EDUCATION

## GRADE 5 CURRICULUM GUIDE



Acknowledgement	
Foreword	
Introduction	1
The Content of Health and Family Life Education	2
Why teach life skills in school?	3
Notes for the Teacher – Tips on Teaching	4

**Theme: Self and Interpersonal Relationships**

**UNIT 1**

**Self**

<b>Lesson 1:</b>	<b>Landmarks in my Life</b>	5
<b>Lesson 2:</b>	<b>My role model</b>	6

**Unit 2: Relationships**

<b>Lesson 1:</b>	<b>Who are they?</b>	7-8
<b>Lesson 2:</b>	<b>Am I an Active Listener?</b>	9

**Unit 3: Coping with difficult situations**

<b>Lesson 1:</b>	<b>Coping with my emotions</b>	10
<b>Lesson 2:</b>	<b>Say 'No' to drugs</b>	11-12

**UNIT 2**

**Theme: Sexuality and Sexual Health**

**Unit 1: Human Sexuality**

<b>Lesson 1:</b>	<b>Puberty</b>	13
<b>Lesson 2:</b>	<b>Coping with the changes</b>	14-15

**Unit 2: Identifying and avoiding risky behaviour**

<b>Lesson 1:</b>	<b>Risky behaviours</b>	16-17
------------------	-------------------------	-------

<b>Lesson 2:</b>	<b>Pregnancy and childrearing</b>	18-19
<b>Unit 3:</b>	<b>HIV and AIDS can be prevented and controlled</b>	
<b>Lesson 1:</b>	<b>The Power of positive decisions</b>	20
<b>Lesson 2:</b>	<b>Together we can make a difference/don't discriminate</b>	21

<b>Unit 4:</b>	<b>Health Resources</b>	
<b>Lesson 1:</b>	<b>Health resources used by family and close friends</b>	22-23

**UNIT 1**

**Theme: Appropriate Eating and Fitness**

**Healthy Eating**

<b>Lesson 1:</b>	<b>To buy or not to buy</b>	24
<b>Lesson 2:</b>	<b>Our family meals</b>	25

**UNIT 2**

**Keeping Fit**

<b>Lesson 1:</b>	<b>Lifestyle diseases</b>	26-27
------------------	---------------------------	-------

**Theme: Managing the Environment**

**UNIT 1**

**The importance of the environment for health and wellbeing**

<b>Lesson 1:</b>	<b>Our wonderful swamps</b>	28-29
<b>Lesson 2:</b>	<b>Economic costs of environmental damage</b>	30
<b>Lesson 3:</b>	<b>Planning for disasters</b>	31

**Sample lesson 1**

<b>'Who are they?'</b>	32-34
------------------------	-------



READ THAT LABEL

35-38

## Appendix

## **Acknowledgements**

The Ministry of Education wishes to express deepest appreciation to the Ministry of Education, Jamaica, for granting permission for the adaptation of its Curriculum Guides

Sincerest gratitude is also expressed to the following persons for their invaluable contribution to this final product:

- Ms Donna Chapman - Deputy Chief Education Officer (Administration)
- Ms Coleen King-Cameron - HFLE – Co-ordinator
- Ms Esther Utoh - HFLE Lecturer – Cyril Potter College of Education
- Ms Samantha Williams - Education Officer
- Ms Dionne Browne-Carrington - Health Promotion Officer
- Ms Lindsay Kurth - Peace Corps Response Volunteer

## **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

## **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. 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) Scope and Sequence 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. Children 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).

Ethical guidelines for the delivery of Health and Family Life Education.

## **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 that 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. Lifeskills 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?**

From research, one discovers that behaviours and skills are learnt more easily when an individual is young (Glanz et al, 1997). One can say there is some truth to the adage: “*You can’t teach an old dog new tricks*”. We also have evidence that 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/her 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 skills 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 involves 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 ACTIVITY focused. The activities are used to make learning fun, but are also intended to help children learn the skills, attitude and information in ways that enhance learning.
- The Curriculum Guide is organised into Units and Lessons. It is important to note that often, more than one class session would be needed 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. Always consider the HFLE programme Vision and Mission as you make the selection of the lessons. Be sure to focus on the objectives of HFLE.

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 Scope and Sequence on Managing the Environment lends itself to highlighting contextual (town/village/community) factors and issues that are related to managing the environment. It:

- Highlights issues that are of importance to the community. If there is a rodent problem – focus the lesson on rats and rodent eradication. You can include, for example, protecting food in situations where rodent infestation is a problem. Similarly, if dumping of household garbage/refuse in canals, trenches/drains and rivers is the problem highlighted. 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/village is an agricultural community, be sure to include discussion of the safe use of pesticides and fertilizers. We have included issues associated with swamps. Be sure to make the appropriate links to the Science Curriculum.
- Infuses elements of this Environment section with Science and personal hygiene lesson.

**Theme: Self and Interpersonal Relationships**

Unit 1: *Self*

- General Objectives: By the end of this unit, pupils should be able to:
1. Demonstrate an understanding of how events affect their lives.
  2. Identify ways of coping with feelings and emotions.
  3. Name role model/s in their lives.

**Lesson 1: Landmarks in my Life**

*Life Skills:* *Social:* Communication  
*Cognitive:* Creative thinking  
*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>▪ Identify three very significant events in their lives.</li> <li>▪ Use social and cognitive skills to assess the effect of at least one of these events on their lives.</li> <li>▪ Describe the effect of the event in helping to develop their self concept.</li> </ul>	<p><b>Important events in our lives help us to understand who we are.</b></p> <p><i>Positive Events</i>            Celebrations eg. Birthdays, birth of a family member,</p> <p><i>Traumatic Events</i>            Death of a loved one person/ pet. Being in an accident. Being sexually abused. Living through hurricane, earthquake or flood.</p> <p>Coping skills are necessary to overcome traumatic events.</p>	<p>Each pupil will develop a journal or 'Life map' or Time line with birth as the starting point. Include three (3) events which have taken place in his/her life that they consider landmarks. Write in the journal how these events affected your life.</p> <p>In groups, pupils discuss the life maps that they have prepared and discuss the ages when the events took place, and how they changed their development. Pupils write down both the positive and negative feelings that accompanied each event and discuss how they overcame them.</p>	<p>Sample of time line.</p> <p>Self photograph or draw pictures of self.</p> <p>Life skill poster - Creative thinking</p>	<p>Landmarks in my life. It is important because _____.</p> <p>Completion of Journals.</p> <p>Analyse effect of event on their development.</p>

**Theme: Self and Interpersonal Relationships**

**Lesson 2: My role model**

**Life Skills:** *Social:* Communication  
*Cognitive:* Critical thinking, Self evaluation  
*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>Define role models.</li> <li>Identify their role models/people they admire and want to emulate.</li> <li>Critically assess how role models influence their personal development.</li> <li>Apply value analysis skills to determine the influence of role models in their lives.</li> </ul>	<p><b>Who are role models</b>                      People we most admire and want to emulate</p> <p><b>Influence of Role Models</b>                      Imitate behaviour /interest values/ beliefs.</p> <p>Role models are not always what you expect. Sometimes they challenge the stereotype of what is suitable for males and females. A boy may have a teacher as his role model, although most teachers are female. A girl may want to be a peace maker like the person, even though she lives in a violent community.</p>	<p>Pupils are then asked to identify their role models and state why they have chosen this person. Several pupils are asked to lead a panel discussion entitled, <u>My Role Model</u>. Panellists make presentations and pupils ask questions.</p> <p>Pupils construct a table or chart grouping role models under different headings such as singers, super heroes, TV characters, parents. Pupils whose role models are in the same category are grouped together and asked to discuss how they chose their role models and why.</p> <p>Write poem/ rap/ etc. "My role model".</p>	<p>Teacher's Role model presented quality of:</p> <ul style="list-style-type: none"> <li>Picture/s</li> </ul> <p>Qualities/attributes the teacher admires                      eg:                      - behaviour                      Level of involvement                      - Chart with headings                      eg:</p> <table border="1"> <thead> <tr> <th>Singers</th> <th>Parents</th> <th>Sports heroes</th> </tr> </thead> <tbody> <tr> <td>1. 2. 3.</td> <td>1. 2. 3.</td> <td>1. 2. 3.</td> </tr> <tr> <td>Super heroes</td> <td>TV character</td> <td></td> </tr> <tr> <td>1. 2.</td> <td>1. 2.</td> <td></td> </tr> </tbody> </table> <p>Life skill poster -                      Creative thinking</p>	Singers	Parents	Sports heroes	1. 2. 3.	1. 2. 3.	1. 2. 3.	Super heroes	TV character		1. 2.	1. 2.		<p>Panel discussion and participation.</p> <p>Complete this statement:                      My role model is ____.                      He/She is my role model because ____.</p> <p>Read poems.</p>
Singers	Parents	Sports heroes														
1. 2. 3.	1. 2. 3.	1. 2. 3.														
Super heroes	TV character															
1. 2.	1. 2.															

**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 the harm caused by making judgments about people based on appearances/first impressions.
  2. Demonstrate the capacity to pay attention to friends and family.

**Lesson 1: Who are they?**

- Life Skills:** *Social:* Communication, Assertiveness  
*Cognitive:* Critical thinking, Self-evaluation  
*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>▪ Explain what is meant by diversity.</li> <li>▪ State the two dangers of making judgments about others based on appearances.</li> <li>▪ Recognise judgmental attitudes in others.</li> </ul>	<p><b>Diversity</b>                      We are all different, have different beliefs and different experiences.</p> <p><b>Reasons for making judgments:</b>                      Experience, facts prejudice, fear, ignorance, insecurity, discrimination, etc.</p> <p>Judging persons without getting to know them can be very dangerous.</p>	<p>Pupils examine pictures of different persons. In small groups they discuss what they think of the person and why. Each group is asked to share their thoughts. The teacher then reveals the truth about each person in the picture. Pupils are then asked to discuss the importance of not judging a book by its cover.</p> <p>Each pupil is asked to pick his/her best friend and stand back-to-back. Without asking your friend, write down your best friend’s favourite colour, sport, food, TV show, subject in school and birthday. Then see how many each gets right.</p> <p>Write a letter to a friend asking him/her to be more tolerant and not to judge another person.</p>	<p>i. Pictures of persons of different ethnic groups, social-economic status, disabilities, interest, religion.</p> <p>ii. Chart with information showing how we are different.</p> <ul style="list-style-type: none"> <li>▪ gender</li> <li>Age</li> <li>Nationality</li> <li>Ethnicity</li> <li>Religion</li> <li>Interests</li> <li>Economic status</li> <li>Likes, dislikes, disabilities etc.</li> </ul>	<p>Complete Diversity is _____.</p> <p>Two dangers of making judgement are:</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol> <p>Evaluate letters</p>

			<p>iii. Chats: Dangers of making judgement.</p> <ul style="list-style-type: none"><li>▪ isolation</li></ul> <p>Lack of cooperation No unity No development Life skill poster- Self-awareness</p>	
--	--	--	--	--

**Theme      Self and Interpersonal Relationships**

**Lesson 2:      Am I an Active Listener?**

**Life Skills:**      *Social:* Communication  
                           *Cognitive:* 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 the importance of being an active listener.</li> <li>▪ Begin to demonstrate active listening skills.</li> <li>▪ Show appreciation for others.</li> </ul>	<p><b>Active Listening</b>            Active listening requires that you pay attention while listening to someone without being distracted.</p> <p>Pay attention to the speaker. Look at the speaker. Listen not only to the words but to the tone of the person. Concentrate on what the person is saying and respond to the person.</p> <p><b>Effects of Active Listening</b>            Shows you care.            Shows respect for the person.            Avoids misunderstanding.            Builds confidence in the listener and speaker.</p>	<p>Play the game Chinese Whispers</p> <p>In groups, one pupil reads a short passage and others listen using skills of active listening. Pupils tally correct answers to questions from passage. Use tally scores to determine “Best Active Listening Group”.</p> <p>Pupils write and stage a little play to show the effects of active listening.</p>	<ul style="list-style-type: none"> <li>▪ Recorded messages</li> <li>▪ Tape recorder</li> </ul> <p>Chart with information of how to listen actively eg:</p> <ul style="list-style-type: none"> <li>▪ pay attention</li> <li>▪ look at the speaker</li> <li>▪ listen to tone</li> <li>▪ body language</li> </ul> <p>Life skill poster- Self-awareness</p>	<ul style="list-style-type: none"> <li>▪ Practice active Listening</li> <li>▪ Play the game Chinese Whispers.</li> </ul> <p>Evaluate play.</p>

**Theme: Self and Interpersonal Relationships**

Unit 3: *Coping with difficult situations*

- General Objectives: By the end of the unit pupils should be able to:
1. Demonstrate knowledge of ways to effectively deal with problem situations.
  2. Use coping and cognitive skills to cope with hurt feelings.

**Lesson 1: Coping with my emotions**

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

Objectives	Content	Activities/Strategies	Materials	Evaluation
<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ List a range of emotions associated with hurtful situations.</li> <li>▪ Talk about their feelings about hurtful situations.</li> <li>▪ Communicate feelings and choices.</li> <li>▪ Use coping and cognitive skills to cope with hurtful situations.</li> </ul>	<p><b>Stress</b>            Stressful situations can create health problems and affect relationships.</p> <p>It is necessary to understand these feelings and try to resolve them.</p> <p><b>Coping</b>            Coping skills can be developed and used to deal with adverse and high risk situations.</p> <p><u>Emotions associated with harmful situations</u></p> <ul style="list-style-type: none"> <li>- hurt – unloved</li> <li>- neglected – sad</li> <li>- angry – violent</li> <li>- annoyed – irritated</li> <li>- stressed</li> </ul>	<p>Pupils also discuss how they feel when they are ignored.</p> <p>Pupils make a Problem Box and place it in the classroom in order to receive anonymous letters about problem situations. Take one letter at a time from the “Problem Box” and discuss the feelings associated with the situation.</p> <p>Role play positive ways of coping with hurtful situation.</p> <p>Pupils write in their journals, describing a hurtful experience, how they coped with it, their feelings, how the feelings changed, and what they learnt from the experience.</p>	<p>Chart with hurtful situations.</p> <ul style="list-style-type: none"> <li>- angry – hurt</li> <li>- neglected – sad</li> <li>- unloved – violent</li> <li>- annoyed – etc.</li> <li>- Short Scenarios to Role Play hurtful situations.</li> </ul> <p>Template to use in Journal.</p> <ul style="list-style-type: none"> <li>- One hurtful situation was _____.</li> <li>- I coped by _____.</li> <li>- I felt like _____.</li> <li>- My feelings changed and I felt _____.</li> </ul> <p>Life skill poster – Communication</p>	<p>Complete exercises.</p> <p>Quality of work done in their journals.</p>

**Theme: Self and Interpersonal Relationships**

**Lesson 2: Say 'No' to drugs**

**Life Skills:** *Social:* Communication, Refusal  
*Cognitive:* 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>Recognise the effects of harmful drugs and other illicit substances on behaviour and lifestyle.</li> <li>Demonstrate a personal commitment to resist pressure to use drugs.</li> <li>Use REAL or STACK model to avoid high-risk situations and pressure to use drugs.</li> </ul>	<p><b>Drugs can kill ..... in more ways than one</b>            Positive/ negative peer influences can affect your choices.            Friends should not insist that you do things that are potentially dangerous, harmful of illegal.</p> <p><b>Managing peer influence</b>            When peers voice their plan, compare their plans with your plans, and then decide what to do.</p> <p><b>Coping with adverse and high risk situations</b>            Refusal Skills using REAL/STACK Model</p>	<p>What is the big deal about trying drugs? How much can it hurt just this once? Pupils discuss these among themselves and describe the potential impact of drug use on one's health.</p> <p>Learn the REAL model and STACK Model for dealing with problems. Pupils choose one of the methods, discuss it and practice using it to solve problems.</p> <p><b>The REAL Model</b>  <b>REFUSE</b>  <b>EXPLAIN</b>  <b>AVOID</b>  <b>LEAVE</b></p> <p><b>The STACK Model</b>  <u>S</u>TOP  <u>T</u>HINK IT THROUGH  <u>A</u>SK YOURSELF AND OTHERS WHAT TO DO  <u>C</u>HOOSE CAREFULLY- ITS UP TO YOU  <u>K</u>EEP YOUR PRIDE AND PROMISES TOO</p>	<p>Resource materials on different types of drugs and their effects eg:</p> <p>Drug:            - alcohol – effects            - drugs -</p> <p>- Handout: Refusal Strategies</p> <p>Scrap Book            Negative Effects of Drugs on the Body,            -            -            -            Refusal skill poster</p>	<p>Use the REAL or STACK Model effectively.</p> <p>Evaluate use of REAL and STACK models.</p>

		Use either the REAL or STACK Model to role play how to avoid high risk situations and pressure to use drugs.		
--	--	--	--	--

**Theme: Sexuality and Sexual Health**

*Unit 1: Human Sexuality*

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

1. Demonstrate an understanding of the onset of puberty.
2. Demonstrate an understanding of how these changes affect how you feel and how others see you.

**Lesson 1: Puberty**

**Life Skills:** *Social:* Communication

*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>▪ Explain the nature of the changes taking place in their bodies.</li> <li>▪ State how the changes may influence how they relate to others.</li> </ul>	<p><b>Puberty/ Emotional and Social changes</b></p> <ul style="list-style-type: none"> <li>-Conflicts with parents and siblings</li> <li>-Dependence on peer group</li> <li>-Need to belong to group</li> <li>-Self-consciousness /Feeling isolated</li> <li>-Attracted to opposite sex</li> <li>-Interest in physical appearance</li> <li>-Risk taking behaviour</li> <li>-Rebelliousness</li> <li>-Mood swings</li> </ul> <p>Each child matures at his/her own pace and responds to the social changes differently.</p>	<p>In small groups of girls or boys, have each person write on a piece of paper at least one change they have noticed in themselves. The pupils exchange their papers and read them. Then each pupil retrieves his/her paper and discusses the change, expressing how the changes in their bodies make them feel.</p> <p>Listen to presentation from Resource Person. Ask questions and clarify misunderstandings.</p> <p>Role play – Changes happening to Me Compile Scrap Book/Journal - Changes during Puberty</p>	<p>Chart/Pictures of changes during Puberty.</p> <p>Present Role Play activities to Class. Life skill poster- Self-awareness</p>	<p>- Display of Scrap book/Journals to others in the class.</p>

**Theme: Sexuality and Sexual Health**

**Lesson 2: Coping with the changes**

**Life Skills:** *Social:* Communication, Refusal  
*Cognitive:* Critical thinking, Decision making  
*Coping:* Self-awareness, Coping with emotions and stress

Objectives	Content	Activities/Strategies	Materials	Evaluation
<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Apply coping and communication skills to manage the changes.</li> <li>▪ Demonstrate an understanding of the reasons for changes in how they express sexuality or how others relate to them.</li> </ul>	<p><b>Puberty/ Emotional and Social changes</b></p> <p>Each child matures at his/her own pace and responds to the social changes differently. It is important to be aware of the changes your body is going through.</p> <p>It is important to be informed and educated about the changes your body will go through during puberty, to help you to deal with the changes.</p> <p>Puberty is a normal process that every child goes through to become an adult.</p> <p>Do not be ashamed of your body and do not be afraid to talk to someone about how you are feeling, or to get help to cope with the changes in your body. Other persons may have, or have had the same</p>	<p>In groups of boys and girls together, discuss how boys and girls are treated differently in school, at home and in church. Also make a list of the things you would do differently.</p> <p>Form small groups and role play one of the following scenarios:</p> <p>The boys/ men are bothering me. They call out to me when I pass them on the street!</p> <p>My friends tease me that I have a girlfriend/ boyfriend.</p> <p>I am suddenly shy when I am with boys/ girls.</p> <p>I am uncomfortable when I am with my best friend (<i>opposite sex</i>).</p> <p>The person who gives me a ride home from school wants</p>	<p>Chart: Steps in Coping Skills and Communication Skills.</p> <p>Chart/Pictures Changes the body goes through during Puberty.</p> <p>Life skill poster - Self-awareness</p>	<p>Evaluate list.</p> <p>Demonstrating coping skills evidenced in role play.</p> <p>Art Work - Poetry - Display</p> <p>Art Work - Read: Poems, Display</p>

	experiences as you and can offer help or advice to manage the situation.	to touch me on my private parts.		
--	--	----------------------------------	--	--

**Theme: Sexuality and Sexual Health**

Unit 2: *Identifying and avoiding risky behaviour*

General Objectives: By the end of the lesson pupils should be able to:

1. Recognise excuses associated with risky sexual behaviour.
2. Demonstrate assertiveness and refusal skills regarding elements of risk to their reproductive health.

**Lesson 1: Risky behaviours**

**Life Skills:**

*Social:* Communication, Assertiveness, Refusal

*Cognitive:* Critical thinking, Decision making

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

Objectives	Content	Activities/Strategies	Materials	Evaluation
<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ List four risky Behaviours that persons engage/practice.</li> <li>▪ Discuss at two consequences associated with risky sexual behaviour.</li> <li>▪ Demonstrate an acceptance of the responsibility for their actions.</li> <li>▪ Justify delaying sex as the best way to stay virus free.</li> <li>▪ Demonstrate assertiveness using body language and</li> </ul>	<p><b>What is Risk?</b> It is taking a chance that may cause injury or loss.</p> <p><b>Factors influencing Risky behaviour</b> Emotional upheaval Sexual feelings Peer influence</p> <p><b>Consequences of involvement in risky behaviour</b> Personal loss Family problems Health problems/disease Legal problems</p> <p><b>Abstinence</b> Sexual intercourse can lead to pregnancy. Abstinence is the best form of contraception.</p>	<p>In groups pupils discuss risky (sexual and other) behaviours and make a list. Give reasons why they are risky and include the consequences.</p> <p>Pupils then watch the video presentations, <i>Janet and Paula</i> and <i>Marc and Tony</i>, and afterwards discuss the lessons learned, using focus questions.</p> <p>Using information from this video, pupils do a survey among their friends to find out if they would take any of the risks and why. Also find out if they understand any of the consequences. Later they present findings to the class.</p> <p>In groups, review a selected risk prevention method. Choose from among the REAL</p>	<p>Chart displaying Risky sexual behaviour :</p> <ul style="list-style-type: none"> <li>- Tattooing</li> <li>- Many partners</li> <li>- Casual sex</li> <li>- Cultural practices</li> <li>- Social conditions (poverty)</li> <li>- Sugar ‘daddies’ and ‘mummies’</li> <li>- Economic conditions eg: rape</li> </ul> <p>Teacher made scenarios with focus on Risky Behaviours.</p> <p>Chart – teacher made ABC of prevention</p> <p>A - abstinence</p>	<p>Build self esteem activity eg: Stand in a circle. Each throw a ball to the other and say something positive about the thrower. eg: You are kind etc.</p> <p>Construct Group Poster listing way of risky behaviours.</p>

<p>tone of voice.</p>	<p>Abstinence is the best way to prevent STIs.</p> <p><b>Skills to avoid risky behaviour</b></p> <p>Choices and Decisions – ‘Stop and think it through’ NO-GO-TELL</p>	<p>and STACK models. Apply one of the models to avoiding risky behaviour. Role play approaches to avoiding risk.</p>	<p>B - be faithful C- condomise Life skill poster - Self-awareness</p>	
-----------------------	--	--	--	--

**Theme: Sexuality and Sexual Health**

**Lesson 2: Pregnancy and childrearing**

**Life Skills:** *Social:* Communication. Assertiveness  
*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>State four responsibilities of our parents</li> <li>Write a personal promise about delaying parenting.</li> <li>Take responsibility for the consequences of their actions.</li> <li>Demonstrate the use of decision making skills to avoid pregnancy.</li> </ul>	<p><b>What is parenting</b>            More than having a baby. Involves caring for a child financially, socially, emotionally, etc.</p> <p><b>Some basic parenting requirements are:</b>            -Employed and earning an income            -Show love, care and respect            -Provide security and stability            -Spend quality time with children            -Discipline            -Values</p> <p>Children do not make good parents.</p>	<p>Engage in class debate with the moot, 'Pupils will not make good parents'</p> <p>In role play, apply the STACK model to avoid pregnancy:  <u>S</u>TOP  <u>T</u>HINK IT THROUGH  <u>A</u>SK YOURSELF AND OTHERS WHAT TO DO  <u>C</u>HOOSE CAREFULLY – IT'S UP TO YOU  <u>K</u>EEP YOUR PRIDE AND PROMISES TOO</p> <p>Role Play activity: Each pupil engages in a parenting skills exercise to show the responsibilities involved in taking care of "a baby". Using a large doll, each child is required to take care of the "baby" for three days. Pupils should feed, clean, bathe and dress the "baby" every two hours as if it were a real baby.            Pupils should keep a journal and record the steps of the activity.</p>	<p>Chart: Steps in Decision Making Skills.</p> <p>Responsibilities of Our Parents</p> <ul style="list-style-type: none"> <li>money</li> <li>love</li> <li>taking care of the baby</li> <li>Feeding</li> <li>Bathing</li> <li>Dressing</li> <li>Support</li> </ul> <p>Life skill poster - Self-awareness</p>	<p>Effective demonstration of the STACK model regarding parenting.</p> <p>Complete:            Four responsibilities of a parent are:            1.            2.            3.            4.</p> <p>Display journals to classmates.</p>

		<p>On return to the class, discuss the difficulties experienced – e.g. balancing school and parenting, being with friends and parenting.</p> <p>Pupils write personal promise in their journals about delaying parenting.</p>		
--	--	---	--	--

**Theme: Sexuality and Sexual Health**

Unit 3: *HIV and AIDS can be prevented and controlled*

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

1. Demonstrate an understanding of the risks associated with contracting HIV and other STIs.
2. Demonstrate a personal responsibility for maintaining sexual health with respect to HIV and STIs.
3. Practice social, coping and cognitive skills to avoid engaging in risky behaviour.

**Lesson 1: The Power of positive decisions**

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

*Cognitive:* Critical thinking, Decision making

*Coping:* Self-awareness

Objectives	Content	Activities/Strategies	Materials	Evaluation
<p>Pupils should be able to:</p> <p>List ways how each of us can exercise personal responsibility to prevent STIs/HIV.</p> <ul style="list-style-type: none"> <li>▪ Get help to set/keep personal promises to exercise responsibility to prevent STIs/HIV.</li> </ul>	<p><b>What is HIV? What is AIDS?</b> HIV infection among children in Guyana. How HIV/STIs are spread. Risks associated with contracting HIV and STIs. Abstinence is the best way to prevent HIV/STIs.</p> <p><b>Coping with HIV and AIDS</b> Personal goal setting and coping skills reduce the risk of transmission of HIV/STIs.</p>	<p>View power point presentation on HIV and AIDS Transmission and Prevention. Ask questions and discuss concerns.</p> <p>Using the REAL Model, role play selected decision making skills, goal setting and refusal skills to prevent contracting an STI or HIV.</p> <p>Discuss the importance of positive choices and decisions.</p> <p>Personal Journals</p>	<p>Computer "How to prevent HIV and STIs" - Students answer focus questions given before presentation.</p> <p>Chart showing Steps of Coping Skills.</p> <p>Information Card. How HIV/STIs are spread.</p> <p>Life skill poster - Self-awareness</p>	<p>Present Personal Journals on work done.</p>

**Theme: Sexuality and Sexual Health**

**Lesson 2: Together we can make a difference/ don't discriminate**

**Life Skills:** *Social:* Communication, Advocacy  
*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>▪ State one difference between stigma and discrimination.</li> <li>▪ Identify two ways in which we discriminate against people who are different from us.</li> <li>▪ Show empathy and support for persons living with HIV and AIDS and their families.</li> </ul>	<p><b>Stigma</b>            Rejection of certain groups and is manifested by one's attitude towards the group.</p> <p><b>Discrimination</b>            Discrimination is acting against the person.</p> <p><b>Causes</b>            Fear, ignorance, uncertainty and prejudice, socialization, etc.</p> <p><b>Consequences</b>            People are hurt.            Conflicts result.            People who are sick do not seek help.            Persons living with HIV and AIDS often experience stigma and discrimination.</p>	<p>Pupils listen to case study called 'Friends'. The class is then divided into two groups, one for Rina's family and one for Anita's family. Each group discusses and writes down the reasons why it feels the way it does. In their discussion pupils must discuss stigma and discrimination and how it applies to each side of the argument and how it ultimately affects people. A leader is chosen in each group to make a final presentation to the class.</p> <p>Role play the effects of such behaviour on persons who are HIV +</p> <p>Discuss the Ministry's HIV and AIDS school policy and how pupils feel about having an HIV+ pupil in school with them.</p> <p>Pupils write a letter or develop an art piece called, "HIV can happen to you".</p>	<p>Pictures            Scenarios of cases of stigma and discrimination and Role Play each scenario.</p> <p>Copy of School Policy</p> <p>Life skill poster- Advocacy</p>	<p>Evaluate letters and art pieces.</p>

**Theme: Sexuality and Sexual Health**

*Unit 4: Health Resources*

- General Objectives: By the end of the unit pupils should be able to:
1. Identify sources of health and other information.
  2. Demonstrate willingness to access available sources of health information.
  3. Use appropriate skills to access age-appropriate sources of health information and services.
  4. Appreciate that there are persons willing to listen and help.

**Lesson 1: Health resources used by family and close friends**

**Life Skills:** *Social:* Communication, Interpersonal, Assertiveness  
*Cognitive:* Critical thinking, Decision making  
*Coping:* Self-management

Objectives	Content	Activities/Strategies	Activities	Evaluation
<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ State sources of health information</li> <li>▪ List the services available at the different sources..</li> <li>▪ Demonstrate a willingness to seek help in solving health problems.</li> </ul>	<p><b>Health Resources</b>  Resources that can help with health, social and emotional problems for members of the family, the school and the community.  eg:  <ul style="list-style-type: none"> <li>▪ Hospital</li> <li>▪ Health Centres</li> <li>▪ Welfare Department</li> <li>▪ Counsellor</li> <li>▪ Church</li> <li>▪ Dentist’s</li> <li>▪ Doctor’s Office</li> </ul> </p>	<p>Pupils collect information on location of services used by the family and close family friends. They bring this information to the class and share the information with the other pupils. The information should list names and location of health and social service facilities nearest your home or school, including places for dental checks &amp; immunization.</p> <p>Pupils discuss their experiences collecting this data.</p> <p>From the information gathered by all the pupils, each pupil will map health and other facilities closest to his/her home.</p> <p>Compile Scrap book based on</p>	<p>- Teacher made materials of sources of health information.</p> <p>Field Trip to places of health sources.</p> <p>Case studies of health problems.  Pupils identify where to go to get help.</p> <p>Simple rating scale document.</p> <p>Life skill poster-  Self-awareness</p>	<p>Pupil research project report.</p> <p>Rate each health facility.  Present Scrap book to teacher and classmates.</p>

		activities.  Visit a health facility. Design a rating scale and use it to assess the quality of the service.		
--	--	--	--	--

**Theme:                      Appropriate Eating and Fitness**

*Unit 1:                      Healthy Eating*

- General Objectives: By the end of the unit, pupils should be able to:
1. Recognise how eating is affected by advertising.
  2. Recognize the importance of labels and healthy eating.
  3. Appreciate the importance of family meals.

**Lesson 1:              To buy or not to buy**

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

Objectives	Content	Activities/Strategies	Materials	Evaluation
<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Critically examine advertisements for nutritional products and services.</li> <li>▪ Recognize the impact of advertisement on their choice of foods.</li> <li>▪ Begin to make healthy food choices in a world filled with fast foods, sweets, high fats, high sodium and sugar foods.</li> <li>▪ Demonstrate that they have a responsibility to eat healthily.</li> </ul>	<p><b>Advertisement</b> Informing the public about goods and services.</p> <p><b>Media techniques</b> Persuasion</p> <p><b>Watch those Foods</b> Excessive salt Sugar Fats</p>	<p>In groups select clippings and photographs from magazines and newspapers advertisements of food products/meals. Discuss how the advertisement appeals to them and say how it encourages them to buy the product.</p> <p>Listen to radio and TV advertisement on food products. Discuss the messages, and say how they influence your decision to buy. Choose leaders and report findings to class.</p> <p>Each pupil will examine labels on at least five packages of processed foods. Determine the amounts of sugar, salt and fat. Compare that to the requirements for a healthy diet.</p>	<p>Newspaper or magazine clippings showing advertisements.</p> <p>Radio, TV</p> <p>Labels Life skill poster- Decision-making</p>	<p>Completion exercises.</p> <p>Make Posters Re: Eat Healthy</p>

**Theme:                      Appropriate Eating and Fitness**

**Lesson 2:            Our family meals**

**Life Skills:**        *Social: Communication*

*Cognitive: Decision making, Critical thinking*

Objectives	Content	Activities/Strategies	Materials	Evaluation
<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Discuss the importance of having family meals.</li> <li>▪ Appreciate the role of the family in influencing eating habits.</li> </ul>	<p><b>A Growing Trend</b> Families are not eating together. Meals are eaten on the run, in front of the TV or the computer.</p> <p><b>Reasons</b> -Working Parents -Difficulty in scheduling time to eat together -Parents and children are busy</p> <p><b>Importance of Family Meals</b> -Establish healthy eating habits in children -Increase communication among family members -Family bonding -Helps to control diseases such as obesity, diabetes, malnutrition etc. -Family meals contain less fat, sugar and salt than fast foods</p>	<p>In small groups, pupils develop questionnaire to be used among their family members to discover if everyone understands the importance of family meals. At the end of the questionnaire, pupils will tell family members why family meals are important.</p> <p>In groups, pupils discuss the findings and talk about whether or not adults understand the value of family meals.</p> <p>Groups create posters showing families having meals together. Display posters in class.</p>	<p>Charts – Teacher made Importance of Family Meals.</p> <p>Questionnaire (Simple – Pupil made)</p> <p>Life skill poster- Decision-making</p>	<p>Assess research data.</p> <p>Evaluate posters.</p>

**Theme:                      Appropriate Eating and Fitness**

Unit 2:                      *Keeping Fit*

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

1.        Understand the value of a holistic approach to fitness as an important part of a healthy life.
2.        Demonstrate an interest in incorporating personal fitness plan for healthy lifestyle.

**Lesson 1:                Lifestyle diseases**

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

*Cognitive:* Decision making

*Coping:* Self-management, Self-control

Objectives	Content	Activities/Strategies	Materials	Evaluation
<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Discuss the impact of healthy eating, rest and physical activity on their lives.</li> <li>▪ Develop a personal fitness plan to prevent/reduce lifestyle diseases.</li> <li>▪ Develop an appreciation of the importance of physical activity.</li> <li>▪ State the names of nutritious foods for healthy living.</li> <li>▪ Develop an understanding of the importance of eating</li> </ul>	<p>Importance of diet, rest and exercise.</p> <p><b>Lifestyle Diseases are diseases associated with how a person or group of people live. These include:</b></p> <p><i>Obesity</i> 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><i>Heart disease</i> Heart disease includes a number of problems affecting the heart and the blood vessels in the heart.</p> <p><i>Hypertension</i></p>	<p>Each pupil receives an Inventory Sheet, read instructions and completes the sheet including information about meals, rest and physical activity. Later they calculate their scores and rate themselves.</p> <p>In groups, they discuss and share findings, and brainstorm how to improve their scores and ratings.</p> <p>Pupils listen to a resource person on lifestyle diseases. They ask questions.</p> <p>Design a personal fitness plan which includes physical activity and food choices with limited salt, sugar and fats. Class is divided in two halves, each working to complete the</p>	<ul style="list-style-type: none"> <li>▪ Pictures/Chart of nutritious foods from the different food groups eg: <ul style="list-style-type: none"> <li>- fats and oils</li> <li>- foods from animals</li> <li>- fruits</li> <li>- vegetables</li> <li>- staples</li> <li>- legumes</li> </ul> </li> <li>▪ Sample of a day's menu.</li> <li>▪ Teacher made chart.</li> <li>- signs of stress</li> <li>- how to reduce stress</li> </ul>	<ul style="list-style-type: none"> <li>▪ Journal entries.</li> <li>▪ Completion items.</li> <li>▪ Creation of Poster.</li> </ul> <p style="text-align: right;">Complete Personal Fitness Plan.</p>

<p>safe foods.</p>	<p>Otherwise known as high blood pressure, means high pressure (tension) in the arteries. This can be caused from stress and can lead to heart disease, stroke and other complications.</p> <p><i>Stroke</i> A medical emergency when blood flow to the brain stops.</p> <p><i>Some forms of cancer. eg. Colon cancer</i></p>	<p><i>Nutrient Crossword Puzzle and the Fitness-Find the-Word Puzzle.</i></p> <ul style="list-style-type: none"> <li>▪ Record the meals eaten for a week in their notebook.</li> <li>▪ Discussion of components of a balanced diet.</li> </ul>	<p>Chart with information of safe ways of handling foods.</p> <p>Life skill poster- Decision-making</p>	<p>Answers in puzzle.</p> <p>Create Health Poster Cartoon – Safe Ways of handling foods and display on school’s notice board.</p>
--------------------	---	--	---	---

**Theme: Managing the Environment**

*Unit 1: The importance of the environment for health and wellbeing*

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

1. Demonstrate an understanding of the interrelationship of a sustainable natural environment.
2. Demonstrate an understanding of the threats to health and well being of citizens that environmental destruction poses.
3. Demonstrate an understanding of the threats to the economy that environmental destruction poses.
4. Appreciate that each individual has a responsibility to contribute to a healthy, sustainable environment.

**Lesson 1: Our wonderful swamps**

**Life Skills:** *Social:* Communication

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

*Coping:* Healthy Self-management, Self-monitoring

Objectives	Content	Activities/Strategies	Materials	Evaluation								
<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Define the concept swamp.</li> <li>▪ Recognise the interrelationship existing between plants and animal life in the swamps.</li> <li>▪ Demonstrate an understanding of the causes and effects of the destruction of swamps.</li> <li>▪ State how we can protect our swamps.</li> </ul>	<p><b>What are swamps?</b> Swamps, Marshes Mangroves</p> <p><b>Health and Wetlands</b> -Home to plants and animals -Provide food -Control flooding -Filter water making it clean -Reduces pollution -Aesthetic attractions</p> <p><b>Reasons for the destruction of our Swamps</b> -Draining to plant crops -Fill to build houses, hotels, etc.</p>	<p>Pupils examine and discuss charts on <i>Tropical Marine Ecosystems and Mangroves</i>. Later, in small groups they do research to identify and list plants and animals found in swamps, and discover the interrelationships between these plants and animals.</p> <p>On the basis of what they have found, pupils engage in panel discussion -- "Should swamps be reclaimed for housing or construction?"</p> <p>In groups, pupils discuss how swamps can be protected.</p> <p>In preparation for field trip to the nearest swamps, pupils</p>	<p>Charts – Tropical Marine Ecosystems and Mangroves.</p> <p>Rubric to score Panel Discussion.</p> <p>Teacher made Reading materials.</p> <p>Life skill poster- Decision-making</p>	<p>Completion exercise.</p> <table border="1"> <thead> <tr> <th>Plants</th> <th>Animals</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> </tr> <tr> <td>2</td> <td>2</td> </tr> <tr> <td>3</td> <td>3</td> </tr> </tbody> </table> <p>Panel discussion.</p> <p>Scrap book How swamps can be protected.</p> <p>Follow up discussion on Field Trip.</p>	Plants	Animals	1	1	2	2	3	3
Plants	Animals											
1	1											
2	2											
3	3											

	<p>-Garbage dumps</p> <p><b>Consequences</b></p> <ul style="list-style-type: none"><li>-Reduced food production</li><li>-Flooding</li><li>-Migration of animals, and birds</li><li>-No swamps for future generations</li></ul>	<p>construct check list of questions.</p>		<p>Short Newspaper article based on Field Trip.</p>
--	--	---	--	---

**Theme: Managing the Environment**

**Lesson 2: Economic costs of environmental damage**

**Life Skills:**

*Social:* Communication

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

*Coping:* Self monitoring

Objectives	Content	Activities/Strategies	Materials	Evaluation
<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Discuss the cost to families of measures to control rodents, etc.</li> <li>▪ Talk about the impact on the economy of the annual cost of controlling mosquitoes.</li> <li>▪ Recognise ways in which they can help to reduce these costs.</li> <li>▪ Discuss responsible actions to reduce the effects of flooding.</li> </ul>	<p><b>Individual Costs</b></p> <p><b>National Costs</b></p> <p>How much does it cost the country to control mosquitoes?</p> <p>How much does it cost the country to recover from flooding related to dumping in gutters, drains, trenches?</p> <p>We can reduce these costs if we act responsibly.</p>	<p>Pupils will develop a short questionnaire and talk to parents and guardians about measures they use and the cost of controlling rats, cockroaches, mosquitoes, termites etc. Later they will compare notes about individual measures and household costs.</p> <p>Divide class into three groups. Each chooses from among the following topics, research the topic and make a presentation to the class about what this means for Guyana.</p> <p>Topics</p> <p>A: Research the annual cost to control mosquitoes for any 5 year period since 1990.</p> <p>B: Research the cost of flooding due to dumping/ and blocked drains.</p> <p>C: Research the cost of the malaria outbreak in 2006.</p>	<p>Materials based on Ministry of Health costs.</p> <p>Quotations of costs to eradicate rodents.</p> <p>Checklist to evaluate researched topics.</p> <p>Chart: How to act responsibly.</p> <p>Life skill poster- Decision-making</p>	<p>Quality of group presentations.</p> <p>Creation of Posters “How to act responsibly” .</p> <p>Mount posters around classroom</p>

**Theme: Managing the Environment**

**Lesson 3: Planning for disasters**  
**Life Skills:** *Social:* Collective action  
*Cognitive:* Critical thinking, Creative thinking  
*Coping:* Self-management

Objectives	Content	Activities/Strategies	Materials	Evaluation
<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate critical thinking and communication skills to develop disaster plans of action.</li> <li>▪ Take personal responsibility to discuss plans of action with parents.</li> </ul>	<p><b>Disaster preparedness</b>            Being prepared for a flood means:</p> <ul style="list-style-type: none"> <li>-Having a flood preparedness plan</li> <li>-All members of the family know what to do in an emergency</li> <li>-Knowing where to go if you need to leave home</li> <li>-Having flashlight/ candles and matches</li> <li>-Having supplies of non-perishable food</li> <li>-Protecting important documents in plastic</li> <li>-Taking medicines along</li> </ul>	<p>Pupils research the impact of Floods 2005. Afterwards, they discuss the effects of the floods on citizens, on the country and in popular music.</p> <p>Pupils examine the chart entitled “Flood Safety”, and discuss preparedness for floods. In groups, pupils will work to develop individual flood preparedness plans with the promise to go over these plans with parents/ guardians and other family members.</p> <p>Pupils record the responses of their parents in their journal.</p> <p>- Compose Songs, Poems based on Floods</p>	<p>Materials: Steps of Critical Thinking.</p> <p>Plan – Disaster Preparedness.</p> <p>Chart: Flood Safety.</p> <p>Journals</p> <p>Songs – based on floods.</p> <p>Checklists to evaluate Songs, Poems</p> <p>Life skill poster- Critical thinking</p>	<p>Evaluate research and presentation on Flood 2005.</p> <p>Flood preparedness plans and the response of parents or guardians.</p> <p>Journals</p> <p>Art Work</p>

## Sample Lesson (1)

<b>Lesson Topic:</b>	'Who Are They?'
<b>Age Level:</b>	Grade 5
<b>Duration:</b>	One 40 minute session
<b>Pupils Objectives:</b>	<ol style="list-style-type: none"><li>1 Pupils demonstrate the dangers of making judgments about people based on appearances, perceptions and what others say.</li><li>2. To explore how people can get to know one another.</li></ol>
<b>Skills:</b>	<ol style="list-style-type: none"><li>1. To be able to identify discrimination.</li><li>2. To be able to confront judgmental attitudes in others.</li></ol>
<b>Materials:</b>	Poster 'Who am I?' Answer sheet for poster.
<b>Preparation:</b>	Research definitions of the following: (to) judge racism sexism prejudice discrimination class prejudice
<b>Step 1: (1 min)</b>	Introduction
<b>Step 2: (3 mins)</b>	Have class look at each of the pictures on the 'Who am I?' poster. Discuss with the class what sort of person each one is according to how they look.
<b>Step 3: (5 mins)</b>	Read the short narratives about the characters and let the pupils determine which narrative belongs to which character.
<b>Step 4: (5 mins)</b>	Reveal the 'answers' to the pupils and discuss their reactions.

Step 5: (2 mins) Write the following saying on the board:  
'You can't judge a book by its cover.'  
Ask pupils what this means and how it applies to the activity they have just done.

Step 6: (1 min) Discuss with pupils the meaning of the word 'judge'.

Step 7: (5 mins) Write the following words on the board:

racism  
sexism  
prejudice  
discrimination  
class prejudice

Ask pupils if they know what any of the above words mean. Explain any words they are not familiar with and summarise by explaining that some people have these attitudes. Explain that some persons don't like others or make assumptions about others because of how they look, talk, act, or because of where they come from.

Explain that when people have these kinds of feelings about other people that they don't even know, it is like thinking that they know what is inside a book by just looking at the cover.

Step 8: (2 mins) Ask pupils how we can avoid making assumptions about others.  
Suggest that one way to avoid assumptions is to really to get to know them.  
Explain to the class that sometimes we can think we know someone well, but we really don't know much about them at all.

Step 9: (10 mins) Ask pupils to pair up with a friend in the class.  
Ask each pupil to answer, *without asking their partner*, the following questions about them:

What do you think is your partner's:  
Favourite colour?  
Favourite sport?  
Favourite food?  
Favourite television show?  
Favourite subject in school?  
What church does your partner attend?  
Where was your partner born?

What does your partner want to be when he or she grows up?

Step 10: (5 mins)

They are then to ask their partners these questions and note how many they got right.  
Have pupils share their results.

Step 11: (1 min)

Close the session by emphasizing that we don't know everything about the people we see nearly every day – how can we then make judgments about people we don't know at all?

**Homework:**

Ask pupils to choose one of the following to do for homework.

1. You are a Muslim. One of the pupils in another class is having a party but told your best friend that you were not invited because you are a Muslim so you must be a terrorist.

Write a letter to the pupil explaining what being a Muslim means and let the pupil know what sort of discrimination he or she is practicing.

2. You are a young girl who wants to become a pilot. A male teacher laughs at you when you tell him of your dream.

Write a letter to the teacher telling him how you feel, what sort of discrimination he is practicing and why there is no reason for you not to become a pilot.

3. You come from a family that has a lot of love but not a lot of money. You plan that once you start work, you are going to save up enough money to go to university and study to be a doctor. A friend of yours tells you that you are being stupid, that people from your community can never go to University.

Write a letter to your friend telling him or her what sort of discrimination he or she is practicing and telling him/her why you are just as entitled to attend university as anyone else.

**Extension:**

In pairs, have pupils devise an interview sheet to interview teachers in the school. The pupils must create some interesting questions (nothing personal!) to help to reveal interesting or unusual things about the teacher – something that the school population may not know. Ask the pairs to prepare a 'profile' sheet with suitable illustrations, giving a short introduction and interesting information about the teacher they interviewed. If there are insufficient teachers on staff, students could interview members of the community including ancillary staff at the school. Profile sheets could be displayed or used to create a newsletter.

## SAMPLE LESSON (2) READ THAT LABEL

**Age Level:** Grade 5

**Duration:** 45 minutes

**Standard 1:** Build individual capacity to make healthy eating choices throughout the life-cycle, and reduce the risk factors associated with the development of lifestyle diseases.

**Core Outcome 3:** Make appropriate food choices to avoid risk factors associated with lifestyle diseases

**Lesson Outcome:** Students will assess the nutritional value of the food they eat.

**Student Objectives: Students will be able to:**

1. Analyze various communications methods to accurately express dietary information.
2. Demonstrate personal responsibility to make appropriate food choices to avoid risk factors associated with lifestyle diseases.
3. Utilise critical thinking to accurately assess the nutritional value of food.
- 4.

**Materials:** Five different boxes of breakfast cereal, napkins, scissors, overhead projector and transparency (?Nutrition Facts Label)

**Preparation:**

Obtain five different boxes of breakfast cereal. Sometimes if you ask the manager of a large supermarket for damaged boxes of products such as breakfast cereals you might get them free. You might also save and ask friends to save breakfast cereal boxes with one serving of cereal left in each one.

**Step 1: Introduction (5min.)**

- T places five different kind of cereal on five different napkins and lines them up on desk.
- Without letting Ss know what cereal came from which box, T asks students if they can identify the most healthful cereal, the second most healthful cereal, etc.
- When Ss are not able to do this tak, T asks them why they cannot do it. (Ss will respond that they have no information about the cereal since they do not have the cereal boxes available.)
- T reinforces the idea that nutritional information can be found on the product label. If Ss had seen the labels, they would be able to answer the question regarding the most nutritious cereal.
- T reviews information about food labels that are included on all packages.

## Step 2: Nutrition Facts Label (15min.)

- T shows the Nutrition Facts Label transparency.
- T explains that this label is required on food products and it contains information about the food inside the package.
- Using the Nutrition Facts label, T will review with the Ss the information about the product.
- The serving size is the amount of food that most people would eat, or a portion. T explains that the serving size comes in two measurements. On this label, serving size is written in cups (1 cup). But serving size can be written in grams (228g). Using grams is a more precise way to measure the amount. T indicates that the number of servings in the package (2) is identified.
- T points out those nutrients that are listed next to Calories. A calorie is a unit of energy. The label tells the number of calories in a serving. The label also tells the number of calories that come from fat. T explains that a person should have 30 percent or less fat from calories each day. For example, a person who eats 1000 calories should have no more 100 calories from fat.
- T explains that after Calories, nutrients are listed next. T explains that fats, cholesterol, and sodium are in the label because they are to be eaten in moderation. Eating a diet high in fats, cholesterol, or sodium is related to the development of heart disease, T explains that the percentages given at the ends of the lines for each nutrient make it easy to tell if a serving is high or low in nutrients. Usually, 5 percent or less is considered low.

## Step 3: Group Activity (20 min.)

- After cutting the Nutrition Facts label from the five breakfast cereal boxes, T divides the class into five equal groups.
- T tells the class they will be using critical thinking to determine which breakfast cereal is the healthiest.
- Each group will get one label. (T should cut an additional areas from each breakfast cereal box around the space where the label was cut out so that students cannot match the labels with the boxes on the basis of the cut out label shape.  
T passes the breakfast cereal boxes to each group and has the group read and record the nutritional information on a separate piece of paper.
- T asks Ss to pass the boxes from one group to another group after reviewing the information on the boxes.
- Ss are to match the labels to the correct breakfast cereal boxes by analyzing the nutrients listed on the label and information on the cereal box. T asks Ss the following probing questions:
  1. Which cereal had the most calories, fat, salt, and so on ?
  2. How many servings per box
  3. Compare the information on each label box
  4. Identify the most nutritious cereal
  5. What is your evidence to support this choice?

## Step 4: Conclusion

- Ts ask Ss how they came to their conclusions for matching labels to the correct cereal boxes.

### **Evaluation**

- Evaluate Ss' knowledge by how accurately they match the labels to the food packages.
- Ask Ss to name diseases they might develop if they fail to make wise dietary choices.

### **Homework**

- Examine a food label from a snack they eat. Record label information, and determine how healthy this snack is.

Adapted from "Reading that Label" on page 513: Meeks, L., Heit, P., & Page, R. (1996). Comprehensive School Health Education: totally awesome strategies for teaching health (2<sup>nd</sup> ed.). Ohio, USA: Meeks Heit Publishing Company, Inc., ISBN1-886693-09-9.

**Nutrition Facts Label**

<b>Nutrition Facts</b>			
<i>Serving Size 1 cup (228g)</i>			
<i>Serving Size 1 cup (228g)</i>			
Amount Per Serving			
Calories 250		Calories from Fat	
110			
<b>% Daily Value *</b>			
<b>Total Fat 12g</b>		<b>18%</b>	
<b>Saturated Fat 3g</b>		<b>15%</b>	
<b>Cholesterol 30mg</b>		<b>10%</b>	
<b>Sodium 470mg</b>		<b>20%</b>	
<b>Total Carbohydrate 31g</b>		<b>10%</b>	
<b>Dietary Fiber 0g</b>		<b>0%</b>	
<b>Sugars 5g</b>			
<b>Protein</b>			
Vitamin A 4%		* Vitamin C 2%	
Calcium 20%		* Iron 4%	
*Percent Daily Values are based on a 2,000 calorie diet.			

