Ministry of Education

Health and Family Life Education Syllabus

Grades 10 & 11

March 2017

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FOREWORD

The role of the Health and Family Life Education is critical to our school system and by extension the nation. This is because young people in particular are plagued by a number of unresolved problems, some of which they carry into adulthood. There arose a strong recognition for the need of the delivery of education in a holistic manner. Hence, it was necessary for the school system not only to focus on the academic development of the child but also to develop a sequential curriculum that addresses the physical, mental, emotional and social dimensions of student health and well-being. Recognising the importance of a strong HFLE curriculum, it became necessary that the curriculum be revised and extended to meet the growing needs of our teachers and students in a systematic way. This was done with the view of aligning our curriculum to meet the required standard of CARICOM HFLE framework. And second, link the topics in guides with the newly available McMillan textbooks used in our schools. These approaches now add to validity and reliability of our curriculum.

The reorganising of the curriculum guides to clearly indicate the relationship of the various topics is most significant. Teachers now have the distinct advantage of teaching holistically. Students also are in a better position to see how topics and concepts are connected and recognise the implications of their own actions as it relates to nonconformance to concepts learnt. The addition of new resource materials such as sample lessons has added value to the teaching learning process. This is so because it has given clear direction and guidance to teachers for lesson preparation hence making them more comfortable to teach the various topics.

It is my firm belief that the imperative changes made to the guides will serve in the achievement of the objectives of the HFLE Programme since it sets a train of ideas for pedagogical practices on the part of the teacher and skills acquisition on the part of students. This combination is destined to make our teachers more effective in the classroom and by extension, our students more functional as they develop into adulthood.

Mr. Marcel Hutson

Chief Education Officer

ACKNOWLEDGEMENT

ACRONYMS

SIR   Self and Interpersonal Relationships

SSH   Sexuality and Sexual Health

EF   Appropriate Eating and Fitness

ME   Managing the Environment

CSE   Comprehensive Sexuality Education

SAP   Sexual Abuse Prevention

VP   Violence Prevention

DUA   Drug Use Avoidance

SP   Suicide Prevention

NCD   Non Communicable Diseases

OVERVIEW

The delivery of Health and family Life Education (HFLE) from Grades 1-9 is standard practice in the Caribbean. However, recently the importance of HFLE in Grades 10 and 11 (Forms 4 and 5) has been reiterated repeatedly. Although CARICOM/UNICEF has produced a Curriculum Framework that extends to these grades only a few countries in the Caribbean have produced a document to guide the delivery of life-skilled based HFLE at these grades.

The Ministry of Education in Guyana has decided to take up this challenge. Prior to the start of this activity, the curriculum guides for Grades 1 – 9 were upgraded to ensure adequate coverage of 5 areas of concern to Guyana (Comprehensive Sexuality Education, Sexual Abuse Prevention, Violence Prevention, Drug Use Avoidance, and Suicide Prevention) and to give recognition to the series of HFLE Readers produced by Macmillan Publishers. The coverage of content in these guides is therefore more than adequate.

When developing this instrument to guide the delivery of HFLE for Forms 4 and 5, the Ministry of Education opted to make a break from the grade-specific curriculum guides format that was used for Grades 1 – 9 and develop a syllabus that is similar to the document that students and teachers at this level are accustomed to use. The syllabus therefore, spans 2 years – Forms 4 and 5 as do CSEC syllabuses.

This syllabus however, differs from others in one important feature – it is skill, rather than, content focused. The Core Outcomes for age levels 13 – 14 and 15 – 16 were considered. As the syllabus was being developed and each Core Outcome was considered, the principle question that was asked was "What skill should the student have or acquire to achieve this outcome?" The Core Outcomes and the associated content were therefore grouped, not by topic, but by the skill the content could be used to develop.

THE HFLE CONTENT (SUMMARY)[1]

The content for HFLE is organised around four themes. These themes have been adopted from the core curriculum guide developed for teachers' colleges as part of a PAHO initiative (see PAHO/

Carnegie, 1994). Standards and core outcomes have been developed for each of these themes.

This thematic approach marks a departure from the traditional topic centered organisation of curricula.

For example, the use of alcohol and drugs, as well as premature sexual activity, represent maladaptive responses to cope with poor self-worth, boredom, failure, isolation, hopelessness, and fragmented relationships. The thematic approach, therefore, addresses the complexity and connectedness between the various concepts and ideas, goals, components and standards, which are associated with attitude and behavior change.

The **four thematic areas** are as follows:

✪ Self and Interpersonal Relationships;

✪ Sexuality and Sexual Health;

✪ Appropriate Eating and Fitness; and ✪
Managing the Environment.

Self and Interpersonal Relationships Key

Ideas:

❖ Human beings are essentially social, and human nature finds its fullest expression in the quality of relationships established with others;

❖ Self-concept is learned, and is a critical factor in relationship building;

❖ Effective or healthy relationships are dependent on the acquisition and practice of identifiable social skills.;

❖ Supportive social environments are critical to the development of social skills in order to reduce feelings of alienation, and many of the self-destructive and risk-taking tendencies, such as violence and drug-use among children and youths in the region; and

❖ Teachers have a critical role to play in creating supportive school and classroom environments that preserve and enhance self-esteems a critical factor in the teaching/learning process.

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[1] Source for all HFLE content such as Themes, Descriptors, Standards, Core Outcomes and life skills– Health and Family Life Education Regional Curriculum framework, Ages 11 years to 16 years, Version 2.1, UNICEF

Sexuality and Sexual Health Key

Ideas:

❖ Sexuality is an integral part of personality, and cannot be separated from other aspects of self; ❖ The expression of sexuality encompasses physical, emotional, and psychological components, including issues related to gender;

❖ Sexual role behaviours and values of teachers and children are conditioned by family values and practices, religious beliefs, and social and cultural norms, as well as personal experiences; and

❖ Educational interventions must augment the socialisation role of the family and other social and religious institutions in order to assist in preventing/minimising those expressions of sexuality that are detrimental to emotional and physical health and well-being.

Appropriate Eating and Fitness Key

Ideas:

❖ Dietary and fitness practices are influenced by familial, socio-cultural and economic factors, as well as personal preferences;

❖ Sound dietary practices and adequate levels of physical activity are important for physical survival; ❖ The quality of nutritional intake and level of physical activity are directly related to the ability to learn, and has implications for social and emotional development;

❖ The eating and fitness habits in childhood are persistent, conditioning those preferences and practices, will influence quality of health in later life; and

❖ Teachers are well poised to assist students in critically assessing the dietary choices over which they have control, using the leverage provided by classroom instruction and the provision of nutritionally sound meals in the school environment.

Managing the Environment Key

Ideas:

❖ All human activity has environmental consequences;

❖ Access to, and current use of technologies have had an unprecedented negative impact on the environment;

❖ Human beings are capable of making the greatest range of responses to the environment, in terms of changing, adapting, preserving, enhancing, or destroying it, and

❖ There is a dynamic balance between health, the quality of life, and the quality of environment.

REGIONAL STANDARDS AND DESCRIPTORS

Theme	Standards	Descriptors
Self and Interpersonal Relationships (SIR)	**SI 1 Understanding self** Examine the nature of self, family, school, and community and their influences in order to build strong healthy relationships.	Acceptance of self, the need to belong, and the need to be loved are some of the universal needs and rights that contribute to the shaping of our individual selves. Students need to develop a healthy self-concept in order to foster healthy relationships within the family, school, and community. They also need to be assisted in developing resiliency—the capacity to assess, cope, manage, and benefit from the various influences that impact on relationships.
	SI 2 Coping with risks and diversity Acquire coping skills which will enable them to shun behaviours and lifestyles associated with crime, drugs, violence, motor vehicle accidents, and other injuries.	Students need to practice skills that reduce their involvement in risky behaviours. Crime, violence, bullying, alcohol and other drugs, motor vehicle accidents and other injuries threaten the very fabric of Caribbean society and the lives of Caribbean youths. The acquisition of these skills will increase students' ability to assume a responsible role in all aspects of personal, family, and community living.
	SI 3 Diversity among Caribbean Peoples Respect the rich diversity that exists among Caribbean peoples as a valuable resource for sustainable development of the region within the framework of democratic and ethical values.	Students must be committed to valuing and respecting the rich diversity (cultural, ethnic, and religious) of the people of the Caribbean and demonstrate awareness that survival in a global economy demands that we pool our individual and collective resources in order to be productive as a people. They must maximise their potential as contributors to sustainable development while embracing core values and democratic ideals.

Sexuality and Sexual Health (SSH)	**SSH 1 Differentiating between Sex and Sexuality** Demonstrate an understanding that the concept of human sexuality as expressed throughout the lifecycle, is an integral part of every individual.	A differentiation needs to be made between the terms sex and sexuality. Sexuality has a variety of dimensions which include biological sex, gender, and gender identity. One's sexuality also encompasses the many social, emotional, and psychological factors that shape the expression of values, attitudes, social roles, and beliefs about self and others as being male or female.
	SSH 2 – Sociocultural influences on sexual behaviour Analyse the influence of sociocultural and economic factors, as well as personal beliefs on the expression of sexuality and sexual choices.	Young people daily display their attitudes and values in their sexuality. Family, religion, culture, technology—including media - and peers, influence these behaviours. Students will acquire knowledge and skills that will assist them in understanding their own sexuality and making decisions about their sexual engagement which will allow them to realise their potential as responsible and caring human beings
	SSH 3 managing reproductive health Develop action competence and build capacity to recognise the basic criteria and conditions for optimal reproductive health and reduce vulnerability to acquired problems such as the spread of HIV/AIDS, Cervical Cancer STI's and Teenage Pregnancy	Many young people through their lifestyle and social interaction expose themselves to risk that compromise their sexual and reproductive health. Students should demonstrate knowledge of the transmission of HIV/AIDS and other STI's and the psychosocial and emotional issues related to AIDS. They must demonstrate behaviours which will render them less vulnerable to threats to reproductive health by critically analysing options such as abstinence, drug free life style, use of contraception and assertive behaviour.

	SSH 4 –Reducing vulnerability to priority problems Develop action competence to reduce vulnerability to priority problems, including HIV/AIDS, cervical cancer, and STIs.	Display knowledge and behaviour which will render students less vulnerable to contracting and spreading HIV/AIDS, cervical cancer, and STIs). Addressing issues related to the physical and emotional aspects of HIV/AIDS, stigma of living with HIV/AIDS, and discrimination against people living with HIV/AIDS is critical. Importantly, students are encouraged to examine a range of options for reducing vulnerability to these problems such as abstinence, a drug-free lifestyle and so on.
	SSH 5 – Accessing sources of health information and services Develop knowledge and skills to access age appropriate sources of health information, products, and services related to sexuality and sexual health.	Students should be capable of identifying a range of age-appropriate health services in their communities. Through an informed use of these services, they should acquire the necessary knowledge, skills, and attitudes needed for a lifelong commitment to the promotion of personal, family, and community health, including advocacy. Age-appropriate health services in the community may address the following: sexuality, child abuse, sexual assault/harassment, and domestic violence
Appropriate Eating and Fitness (EFRS)	**EF RS 1 – Making healthy choices** Build individual capacity to make healthy eating choices throughout the life-cycle, and reduce the risk factors associated with the development of lifestyle diseases.	Students need to understand that healthy eating and the right balance of safe, nutritious, and wholesome foods are critical to optimum health throughout the life-cycle, and they should acquire skills to make healthy food choices and reduce the incidents of diet-related/lifestyle diseases.

	EF RS 2 – Good health and quality living Demonstrate an understanding of 'fitness' and its relationship to good health and quality of living.	Students should develop skills that will help them make choices in favour of sound fitness habits to achieve optimum levels of ageappropriate physical activity which promotes good health. Students need to assess barriers relating to fitness, and develop the skills to conduct physical fitness self-assessments.
	EF RS 3 – Factors influencing eating and fitness Analyse the influence of sociocultural and economic factors, as well as personal beliefs and choices related to appropriate eating and fitness.	Students need to critically examine how their eating and exercise behaviours are influenced by family culture as well as social, economic, religious factors and media. They need to learn how to make healthy choices and display habits which lead to a healthy active lifestyle
	EF RS 4 – Sourcing information Develop knowledge and skills to access age-appropriate sources of information, products, and services related to appropriate eating and fitness.	Students should be capable of identifying and accessing age-appropriate information, products, and services relating to eating and fitness from reliable legitimate sources. Students should be encouraged to critically assess information, products, and services relating to eating and fitness for the attainment and maintenance of good health throughout the life-cycle
Managing the Environment (ME)	**ME 1- Maintaining my environment** Demonstrate an understanding of the interrelationship of a sustainable natural environment	It is important for students to develop a basic understanding of the features and operations of natural environmental systems and the threats to their sustainability.

	ME 2 – Environmental threats Demonstrate an understanding of the environmental threats to the health and well-being of students, families, schools, and communities.	Students need to be aware of the environmental health threats and the main factors in their causation and understand the impact on their lives.
	ME 3 –Health and Wealth Analyse the relationship between a sustainable and healthy environment, and the social and economic well-being of students, schools, and communities.	Students need to understand and appreciate the impact and benefits of a healthy, sustainable environment on their health and well-being.
	ME 4 – Sustaining the environment Demonstrate scientifically sound and affordable responses to the creation of healthy and sustainable environments and the reduction of environmental health threats in the home, school, community, and region	Students need to develop the knowledge and skills to effectively utilise scientifically sound and affordable responses to address both the issues of protecting the environment and protection from the environment.
	ME 5 – Sourcing information Develop knowledge and skills to access age appropriate sources of information, products, and services as it relates to managing the environment.	Students should be capable of identifying, accessing, and critically assessing ageappropriate information, products, and services related to managing the environment.

LIFE SKILLS

What are Life Skills?

The World Health Organisation (WHO) defines life skills as the abilities that enable one to adopt positive behaviours that allow one to deal effectively with the demands and challenges of everyday life. The concept of life skills is based on the assumption that there are sets of life roles that each person needs to fulfill. Life skills can be classified in various ways. The approach adopted in the development of this syllabus 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 including communication, refusal, assertiveness and empathy skills.

- Cognitive skills including decision-making, critical thinking, self-evaluation.

- Emotional coping skills including stress management skills, self-awareness, and skills for increasing internal locus of control.

Another way of categorizing life skills, according to 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 trick".** We also have evidence that an individual needs information in order to develop or change behaviour, but that information alone is not sufficient to ensure development of, or change in behaviour. In addition to information, 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 lessons are reinforced at home.

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

- delay the onset of drug use;

- prevent high risk sexual behavior;

- facilitate anger management and conflict resolution;

- improve academic performance; and -   promote positive social adjustment.

Life Skills Methodology in the Classroom

The life skills methodology sees the teacher as a facilitator. The teacher provides opportunities to help students understand the topics in their own way. The teacher does not stand and present a topic. The teacher asks the students to consider a problem and gets from them a response. On the basis of this

response, the teacher organises the students to complete class activities that will offer them a chance to understand the problem in their own situation. These activities can include role play, drama, panel discussion etc

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

ASSESSMENT

In keeping with the focus of delivery that is **not on content but on skill acquisition**, similarly the focus of assessment is **on the extent to which the skill is acquired** (and not on how much content is learned).

Assessment is therefore continuous. Any final summative written evaluation that is given should therefore focus on the knowledge and understanding of the content that was the foundation of skill development.

A word of caution is required here. Participatory methodologies such as drama, art, role play, debates etc are the standard methods for delivering life skill-based HFLE. Generally the intent is to use these methodologies to deliver content and build skills. However, it has been found that very often the rubric for assessment focuses on the methodology of delivery. The focus of assessment should NOT be merely on the participatory methodology but on the stages of skill delivery; for example, regardless of the method (or content) used to develop the skill of cooperation and teamwork, the focus of assessment must be on each student's capacity to work in a group. The methodology of skill development also provides some guidance to assessment as will be seen from the outlines in the Appendix. It is recommended that personal journals, particularly on core outcomes for sexuality and sexual health, should only be used for assessment **if** the student volunteers; submission of personal journals should never be mandatory. You can check that the journal entry was actually made but you cannot read it without the student's permission.

The following weighting is suggested:

Skill acquisition (divided over the steps of skill development)   60%

Content (as explained above)   25%

Execution of participatory method   15%

NOTE TO THE TEACHER

The HFLE teacher is a facilitator of learning NOT a mere provider of facts. In Tables 1 – 3 below, the Core Outcomes are grouped by skill that could be used to develop. For each skill sub-skills are listed; these will guide you in your lesson planning. At first it might be difficult but as your own skill set improved so will your ability to guide students in the development of theirs. Also please note that many skills are inter-related. For example, to develop advocacy skills, you have to also develop interpersonal communication skills. There is also much overlapping in the descriptions of the sub-skills for coping and self-management skills. The "Notes" column provides guidance on three aspects of delivery only (where possible) – components of sub-skills, topics, and methodology. No detailed content is provided. There are at least 4 sources of content available to you:

- Texts for other CSEC subjects which you might or might not teach. For example, the Food and Nutrition text provides content for Appropriate Eating and Fitness.

- HFLE curriculum guides and the MacMillan HFLE series that is used in Grades 7 – 9

- Student research particularly for critical thinking skill development

- The "Teacher Resources" section which lists credible websites, texts used for Grades 7 – 9, and content for skill development.

Tables 1 – 3 are only suggestions/guides. Although you cannot change the Core Outcomes, you can change the skill you choose to use it to develop. As you further develop your own life skills and capacity to develop them in others you may use the core outcomes to develop different skills from those suggested. This syllabus therefore, allows you much autonomy as you plan your lessons. The table format allows you to develop skills based on four Themes and with a focus on one or two Areas of Concern to the Ministry of Education. Alternatively you may wish to focus on a core outcome such as "Understanding Self". The table format allows you to easily identify every skill and sub-skill that can be developed using that outcome. With time also you will learn how to use real classroom situations e.g. an instance of bullying, to develop the skills in the students. The "Notes" column lists 'small group discussion' very often as a suggested methodology. Please remember that after the small group discussion there should be a general class discussion. Small group discussion could be preceded by individual reflection, followed by pair sharing. This method allows even the less vocal students to be involved.

Over the two-year periods each skill must be developed. You can start with any skill but it is recommended that you start with critical thinking skill since that is the foundation of many other skills.

A few outcomes are repeated. In addition some of the outcomes associated with sourcing information have been presented as a group. This reflects the recognition that although the themes may be different, the activities are the same or very similar.

It must be remembered that students in Grades 10 and 11 are focused on obtaining good grades at the many subjects that they are studying for CSEC. If HFLE adds to the burden of study then it will not be taken seriously since it is not written at CSEC. Content, skills and methodology must compliment that required for the subjects that are offered at CSEC; encourage your students to make connections between HFLE skills and content and that of other subjects they are studying. For example, for every other subject they will need to have good verbal communication skills. Team-teaching where the content and methodology for skill development is decided on with teachers of the core (or other related) subjects is worth considering; other teachers in your school could also serve as resource persons, if needed.
Life skill development in the classroom lends itself to research, particularly web-based research. You may therefore wish to start with a topic from the section (after Table 3) on sourcing information so that

they could learn how to determine if a website is a valid source of information. The brief description of each sub-skill also suggests methodologies that can be used in the classroom. For example, students could verbally communicate that they understand the difference between sex and sexuality as part of the development of interpersonal communication skills.

DEVELOPING LIFE SKILLS THROUGH HFLE CONTENT

There is no specified list of life skills to be applied in specific situations. The choice of, and emphasis on different skills, will vary according to the topic and local cultural conditions. A number of life skill categories were selected for this Regional HFLE approach, whilst the placing of life skills in categories suggests that these categories are distinct from each other; it is important to recognize that many skills are interrelated and are used simultaneously in practice.

Communication and Interpersonal Skills (Table 1)

Interpersonal Communication Skills

- Verbal/Nonverbal communication

- Active listening

- Expressing feelings; giving feedback (without blaming) and receiving

Negotiation and Refusal Skills

- Negotiation and conflict management

- Assertiveness skills

- Refusal skills

Empathy

- Ability to listen and understand another's needs and circumstances and express that understanding

Cooperation and Teamwork

- Expressing respect for others' contributions and different styles

- Assessing one's own abilities and contributing to the group

Advocacy Skills

- Influencing skills & persuasion
- Networking and motivation skills

Table 1 - Communication and Interpersonal Skills				
Skill	**Theme**	**Core Outcome**	**Notes**	**AoC**
Interpersonal communication	**SSH**	*Differentiating between sex and sexuality* Display knowledge of the various components of human sexuality	-Verbal communication e.g. student presentation. -Resource person, small group presentations.	CSE
		Access sources of health information and services Demonstrate an understanding of the basic tenets that address the sexual health of children and youth	-Verbal communication -Physical development, role of hormones, puberty -Resource person, group presentations.	CSE
		Sociocultural influences on sexual behavior Demonstrate skills that evaluate individual readiness to engage in sexual relationship.	-Expressing feelings, giving and receiving feedback. -Consequences of sexual relations – pregnancy, STI, lowering of self esteem etc. Discussion of a scenario from TV, film etc -Case studies/situation analysis	CSE

Negotiation and refusal	SIR	*Understanding Self* Demonstrate ways to use adverse experiences for personal growth and development	-Negotiation and conflict management -Adverse situations include divorce, violence, parental job loss/financial issues, other trauma -Case study and modeling refusal (Link to *Understanding Self* In creative thinking)	SP, VP
		Understanding self Demonstrate social competence in dealing with different types of relationships and situations.	-Refusal and assertiveness - Identifying pressure to have sex, to consume prohibited substances, smoke, disobey parental rules. - Role play, situation analysis	VP, SAP, SP, DUA
		Coping with risk and adversity Demonstrate skills to avoid high-risk situations and pressure to use alcohol and other illicit substances.		
		Coping with risk and adversity Display skills to prevent the escalation of violence at home, school and the community	-Negotiation and conflict management -Definition and types of violence including intimate partner violence, genderbased violence, bullying, trafficking in persons. -Role play and simulations	VP, SAP

			(Link to *Coping with risk and adversity* in skills for managing feelings)	
	SSH	*Differentiating between sex and sexuality* Display adequate social skills to refuse and reject unwelcomed and abusive sexual advances to self and others.	-Refusal and assertiveness - Identifying appropriate sexual behavior. Stimulus could be from television or the movies. Nonacceptable expressions of sexual interest. -Class discussions either as small or large groups.	SAP
	ME	*Environmental threats* Demonstrate resiliency skills to minimize the effects of environmental threats and disasters on individual, family and community	-Negotiation and assertiveness -Identification of common environmental threats such as poor waste disposal and their impact. Alternatives to current disposal methods. Discussion of resilience skills and the sources. -Case study, situation analysis	
Empathy	**SIR**	*Understanding self* Demonstrate an understanding of issues that impact on relationships within the family, school, and community.	-Active listening -Discussion of an issue that has happened in class that had unpleasant results; brainstorm its impact on the wider society. Class discuss	VP,SP

				the question "How would I feel if it was me?" - Brainstorming and class discussion	
			Understanding Self Demonstrate tolerance in relationships with others.	-Active listening and expression of feelings - Students select from a list of animals or fruits the one that most represent themselves. They explain their choice and how greater knowledge of the personality of each other helps them to understand and work better with their classmates -Games	VP
			Diversity among Caribbean people Advocate for acceptance and inclusion of persons from diverse groupings at all levels of society.	-Active listening and understanding of others - Ethnic and religious groups in Guyana; the disabled or differently challenged. Students live as a member of a different group for a day and report on what it felt like and the challenges faced. -Role play (See follow-up in advocacy)	

Cooperation and teamwork		Coping with risk and adversity	-Contributing to a group - Class brainstorms a list of positive behaviours. Each small group focuses on a behaviour in school and design and implement a strategy for fostering. Each group report on results. Self and peer assessment of contribution to the group	VP, SP
		Design and implement strategies for fostering positive behaviours in the school, home and community.		
			-Brainstorming group presentations	
			(Follow-up as **Health and Wealth** below)	
			(Link with **Coping with risk and adversity** in creative thinking)	
	ME	*Environmental threats* Appreciate the importance of individuals, school, community, and nation to advocate for a healthy environment	- Contributing to a group - Group project to address an unhealthy part of school environment both biotic and abiotic. Discussion of implications for the wider community.	
			- Brainstorming and group presentations.	
			(Link to **Sustaining the environment** below)	
	SIR	*Coping with risk and adversity*	- Respect for other's contributions	VP, SP

		Collaborate with community and societal programmes /activities that steer individuals away from risky behaviour and situations	- Interview persons from a community group that address social issues. Participate in an activity and present report. - Surveys/interviews (Link to *Coping with risk and adversity* in advocacy	
	ME	*Health and wealth* Develop and implement an action plan to mitigate the environmental health threats in school and community	Design and implement strategies for fostering positive behaviours in the school, home and community. (Link to *Coping with risk and adversity* in cooperation and teamwork)	
		Sustaining the environment Implement an ageappropriate plan to reduce environmental health threats in the school or community.	Link with *Environmental threats* above Appreciate the importance of individuals, school, community, and nation to advocate for a healthy environment	
		Sustaining the environment Collaborate with public sector agencies in reducing environmental health threats.		
		Sustaining the environment		

		Implement and enforce school environmental policies		
		Sources of information Collaborate with the private/public sector in utilizing information, products and services relating to the management of the environment.	- Contributing to a group - Identify private and public sector agencies involved in environmental activities in your region and report on their activities. Participate in an activity. - Field visits	
Advocacy	**SIR**	*Coping with risk and adversity* Collaborate with community and societal programmes/ activities that steer individuals away from risky behaviours and situations	- Influencing and persuasion - This outcome is also addressed in **Cooperation and Teamwork**. As a continuation of that activity, learning from the interviews and participation in activities of the group, could be used to prepare materials for distribution (including web-based) to solicit support for the group. - Access the persuasiveness of the presentation	SAP, VP, DUA, SP

		Diversity among Caribbean people Advocate for acceptance and inclusion of persons from diverse groupings at all levels of society.	- Influencing and persuasion - This outcome is also dealt with in **Empathy**. Based on the learning from the role-play, students could create an artistic presentation to advocate for inclusion.	VP
	SSH	*Access Sources of Health Information and services* Evaluate and adjust sexual health goals and advocate for adolescent - friendly services to achieve these goals.	- Networking and motivation - Managing puberty and its associated physical and emotional challenges. Identify important components of design of appropriate adolescentfriendly services to respond to the identified challenges. - Brainstorming and field visit (Link to *Access Sources of Health Information and services* in selfmanagement)	
	EF	*Making healthy choices* Advocate for food establishments to adhere to food guidelines in support of healthy public policies and practices	-Networking -Food-based dietary Guidelines of Guyana. Fast food restaurants menus. Analysis of menu of school	NCD

			canteen; identify and advocate for improvements. -Class discussion, observation of places where they purchase cooked food. (Can link to *Sourcing information* below)	
		Sourcing information Acquire skills to evaluate, monitor and influence the availability of relevant information and quality services and products related to appropriate eating and fitness.	-Identify eating and fitness services and products. Develop a checklist for evaluation -Brainstorming and group work (Can link to *Making healthy choices* above)	NCD
	ME	**Maintaining my environment** Advocate for the development/adherence to existing policies regarding sustainable environments	- All aspects of advocacy - Environmental policies of Guyana. Threats to our environment. Develop age appropriate statement about the school environment and display at school. The four outcomes can comprise a group project - Experts from environmental agencies; site visits; the media	
		Environmental threats Appreciate the importance of individuals, school, community, and nation to advocate for a healthy environment		
		Health and wealth		

		Advocate for new legislation and enforcement of existing laws pertaining to the environment.		
		Sustaining the environment Advocate for the development of school protective policies to improve and maintain a healthy physical environment (policies to address all aspects of physical environment e.g. air, water, sanitation, waste, hazardous chemicals, food, disease vectors etc.)		

Cognitive Skills (Table 2)

Decision making / Problem solving Skills

- Information gathering skills

- Evaluating future consequences of present actions for self and others

- Determining alternative solutions to problems

- Analysis skills regarding the influence of values and attitudes of self and others on motivation

Critical Thinking Skills
- Analysing peer and media influences

- Analysing attitudes, values, social norms and beliefs and factors affecting these

- Identifying relevant information and information sources

Creative Thinking

- Generating novel and innovative ideas

- Respond adaptively to life situations

- Think outside traditional ways

Table 2- Cognitive Skills				
Skill	**Theme**	**Core Outcome**	**Notes**	**AoC**
Decision making/ problem solving	**SSH**	*Differentiating between sex and sexuality* Demonstrate the ability to respond to intimacy in developmentally appropriate ways *Managing reproductive health* Make appropriate health, social and emotional choices to avoid risks to reproductive health and teenage pregnancy *Reducing vulnerability to priority problems* Make responsible sexual choices to avoid risk associated with contracting HIV, cervical cancer, and STIs.	-Evaluating future consequences of present actions -Dating including internet dating, kissing, holding hands, sexual intercourse -STIs, pregnancy, cervical cancer -Situation analysis or case studies (Link to *Differentiating between sex and sexuality* in self-management) (Link to *Managing reproductive health* in skills for managing feelings)	CSE, SAP
	EF	*Making healthy choices* Develop diets applying multimix principle and using food-based dietary guidelines.	-Alternative solutions to problems -The multimix principle ; foodbased dietary guidelines -Group work and class discussions (Link to *Making healthy choices* in creative thinking)	NCD

		Making healthy choices Explain and practice food preservation and food safety principles	-Information gathering skills - Methods of food preservation; food safety. Choosing between a number of food handlers based on their practices. Choose between a number of ways of keeping food safe. -Storytelling	
		Making healthy choices Apply safe food handling principles		
		Good health and quality living Incorporate safety principles when engaged in physical fitness.	-Evaluating future consequences of present actions -Warm-up; following the rules of the game -Games and simulations	NCD
		Factors influencing eating and fitness Make varied choices to broaden experiences related to eating and fitness.	-Analytical skills regarding the influence of values and attitudes -Factors affecting eating and fitness choices including the role of the media, advertising etc	NCD
		Factors influencing eating and fitness Respond appropriately to the impact of social determinants (poverty etc.) on appropriate eating and fitness.	-Debates/panel discussions (Link to ***Factors influencing eating and fitness*** in creative thinking)	

		Sourcing information Make informed decisions regarding eating and fitness information, products, and services	-Information gathering and analysis skills -Reliable sources of information to make decisions -Small group work.	
Critical thinking	**SIR**	*Understanding self* Recognise risks to mental and emotional well being	-Information gathering -Factors affecting mental and emotion health in general. Students identify factors that are relevant to them -Journaling	SP
		Diversity among Caribbean people Assess the availability and capacity of public and private (NGO's) institutions to meet the needs of at risk youth	-Identifying relevant information -Factors that put youths at risk in Guyana and your Region. Youth focused NGO and programs run by religious organisations in your Region - Resource person and interviews	VP, SP
		Diversity among Caribbean people	-Identifying relevant information	World of work
		Recognise that the development of the region depends on individual and collective efforts at all levels of society.	-Careers and the professional requirement for each. CARICOM and the free movement of skills -Resource persons; field visits (Link to *Diversity among Caribbean people* in values analysis and clarification)	

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	SSH	*Differentiating between sex and sexuality* Assess the capacity to enter into intimate sexual relationships.	- Identifying relevant information -Physical, mental, emotional and legal readiness for sex -Physical, mental, emotional and legal consequences of engaging in sex -Situation analysis/case study	CSE, SAP
		Differentiating between sex and sexuality Critically analyse the consequences of intimate sexual relationships.		
		Sociocultural influences on sexual behavior Critically analyse the impact of personal beliefs, media, money, technology, and entertainment on early sexual involvement.	-Analysing peer and media influences -Factors that influence adolescents to have sex; peer pressure and self-esteem(both positive and negative); commercial sex work; trafficking in persons; sexting. (*Newspapers and television shows such as CSI provide material for analysis*) -Case studies/situation analysis; journaling	CSE, SAP, VP
		Sociocultural influences on sexual behavior Demonstrate the ability to evaluate individual readiness to engage in sexual relationships		

		Managing reproductive health Evaluate the social and biological factors that support healthy pregnancy and child rearing.	-Identifying relevant information -Requirements for a healthy pregnancy and child-rearing – biological and social aspects. Rearing a child from 0- 5 years including financial aspects. Impact of pregnancy on a teenager's present and future. - Simulation and journaling. (Link to *Reducing vulnerability to priority problems* in critical thinking)	CSE
		Managing reproductive health Explore the relationship between optimal reproductive health and its impact on individual, family and national development.		
		Reducing vulnerability to priority problems Critically examine abstinence, fidelity, and condom use (if permitted) as preventive methods in transmission of HIV and STIs.	-Analysing attitudes, values, social norms and beliefs - Methods of pregnancy prevention. Methods of STIs, including HIV and its prevention. Pros and cons of each method. Cultural and religious views about these methods. Non-traditional methods of sexual expression e.g. oral sex and the associated risks -Resource person, class discussion and journaling.	CSE, SAP
		Reducing vulnerability to priority problems Critically examine social norms and personal beliefs in light of current knowledge of the transmission and spread of HIV/AIDS.		
		Reducing vulnerability to priority problems		

		Evaluate the practice of abstinence, condom use and other methods of contraception in relation to spirituality, parental values, social and cultural pressures, practices and individual sexual goals		
		Reducing vulnerability to priority problems Analyse the physical, economic, social and cultural demands of raising a child	Link to *Managing reproductive health* in critical thinking	CSE
	EF	*Making healthy choices* Demonstrate knowledge of the relationship between types and uses of nutrients in food and overall health.	-Identifying relevant information -Carbohydrates, lipids, proteins, vitamins, minerals and water – their uses, results of overconsumption and under consumption. National statistics on diseases of over- and under-consumption. Analysis of individual food consumption.	NCD
		Making healthy choices Critically assess the relationship between eating and the impact on the overall health and development of the individual, family, community and country.	-Small group presentation using tables, graphs, pie charts etc. (Link to *Good health and quality living* below)	
		Good health and quality living		NCD

			Critically analyse the complementary nature of a healthy lifestyle (i.e. eating right, daily physical exercise/fitness, sleep, school/work, and leisure activities)	-Identifying relevant information -The influence of the factors listed on health. Students keep personal logs for one week on three of these factors and relate them to their overall health; they make presentation on what needs to be improved. Students can also analyse data from other sources. -Case studies; small group discussion and presentation (Link to *Making healthy choices* above)	
			Good health and quality living Assess individual and family vulnerability to lifestyle related diseases		
			Factors influencing eating and fitness Analyse social, emotional, and economic influences on personal choices of food and fitness.	-Analysing factors influencing NCDs -Include eating disorders and particularly the role that media (TV etc.) plays. Vegetarian and non-vegetarian diets. Students suggest and cost balanced meals for diverse groups such as Rastafarians, Hindus, and vegetarians. -Small group discussions and presentations	NCD
			Factors influencing eating and fitness Demonstrate an understanding of the relationship among balanced meal, food prices values and beliefs, including religion		
			Maintaining my environment		

	ME	Analyse the interaction of basic environmental systems and implications for environmental risks	-Identifying relevant information -All forms of waste and their disposal particularly at the school and community level. Vector borne disease levels within the community. -Resource person/expert. Surveys/interviews	
		Maintaining my environment Critically analyse community policies and actions as these relate to a sustainable environment.		
		Environmental threats Critically analyse the key factors in priority environmental health issues in the school and community setting (e.g., malaria risk increased in the school/community by an infestation of the carrying mosquito in a mangrove swamp)		
		Health and wealth Critically analyse how the quality of the environment can impact on personal, social, and economic well-being in schools, communities, and the nation.	-Analysing values and attitudes -Major industries with environmental impact such as gold mining, logging, bauxite mining. -Debate the risks versus the benefits	
		Health and wealth Assess the environmental health threats in your Region of		

		Guyana in relation to main economic activity of the Region		
		Sustaining the environment Critically assess options for maintaining a healthy and sustainable environment and reducing environmental health risks.		
Creative Thinking	SIR	*Understanding self* Demonstrate ways to use adverse experiences for personal growth and development	Respond adaptively to life's situations Adverse situations include divorce, violence, parental job loss/financial issues. Students discuss ways of responding to specific situations to provide the least favourable outcome. -Case study/situation analysis (Link to *Understanding self*) for negotiation and refusal skill)	
		Coping with risk and adversity Design and implement strategies for fostering positive behaviours in the school, home and community.	-Respond adaptively to life situations -Brainstorming, case studies, storytelling. (Link to *Coping with risk and adversity* in cooperation and teamwork)	
		Diversity among Caribbean people	-Respond adaptively to life situations.	

		Demonstrate the ability to access opportunities presented by regionalism (CARICOM Single Market and Economy) and globalization	-Resource person and panel discussion.	
	EF	***Good health and quality living*** Design and implement an ageappropriate physical fitness plan.	-Think outside traditional ways. -Definition of physical fitness. Traditional types of physical activity e.g. playing cricket. Students document their physical activity for a week, evaluate it and decide on changes in ways that are not traditional. -Journaling.	NCD
		Making healthy choices Develop diets applying multimix principle and using food-based dietary guidelines. ***Factors influencing eating and fitness*** Make varied choices to broaden experiences related to eating and fitness.	-Generating novel and innovative ideas -Students develop and share ideas for meals that use the multimix principle and the dietary guidelines that do not use the traditional ingredients or mixes -Students review unfamiliar forms of physical activity, make decision to try one and document both the experience and the reason for selection - Class discussion. journaling	NCD

			(Link to *Making healthy choices* and *Factors influencing eating and fitness* in decision making and problem solving)	
		Factors influencing eating and fitness Respond appropriately to the impact of social determinants (poverty etc.) on appropriate eating and fitness	-Think outside traditional ways - Students identify one important factor that negatively impact their eating and fitness choices that is within their ability to address. Students suggest a method of addressing it -Journaling (Link to *Factors influencing eating and fitness* in decision making/problem solving)	NCD
	ME	*Sustaining the environment* Implement an age-appropriate plan to reduce environmental health threats in the school or community.	-Generate novel and innovative ideas -Adverse environmental aspects of school e.g. poor disposal of plastic bottles in the school. Students devise a method to address same. -Brainstorming (Can be linked to projects in science e.g. Science Fairs)	

Coping and Self-Management Skills (Table 3)

(Skills for increasing internal locus of control; Personal Confidence - abilities to assume control, take responsibility, make a difference, or bring about change)

Self-Management

- Self-esteem/Self-confidence building skills

- Self-awareness skills including awareness of rights, influences, values, attitudes, rights, strengths and weaknesses

- Goal setting skills

- Self-evaluation / Self-assessment / Self-monitoring skills

Skills for Managing Feelings

- Anger management

- Dealing with grief and anxiety

- Coping skills for dealing with loss, abuse, trauma

Skills for Managing Stress

- Time management

- Positive thinking

- Relaxation techniques

- Understanding different norms, beliefs, cultures

Self-Assessment skills

- Identifying influences on values and attitudes

- Aligning values, attitudes and behaviours

Values Analysis and Clarification Skills

- Understanding different norms, beliefs, cultures

- Self-assessment skills

- Identifying influences on values and attitudes

- Aligning values, attitudes and behaviours

Social and Emotional Competencies

- Self-awareness

- Self-management

- Social awareness

- Relationship skills

- Responsible decision-making

TABLE 3 - Coping and Self Management				
Skill	**Theme**	**Core Outcomes**	**Notes**	**AoC**
Self-Management	**SSH**	*Differentiating between sex and sexuality* Demonstrate use of strategies for recognizing and managing sexual feelings and behaviours.	-Self evaluation -Liking, loving, being in love, sexual urges -Story-telling, situation analysis, journaling (Link to *Differentiating between sex and sexuality* in decision making/problem solving)	CSE
		Sociocultural influences on sexual behavior Demonstrate skills that evaluate individual readiness to engage in sexual relationship	-Self-awareness -Possible outcomes both physical and emotion of sexual relations. Peer pressure to engage in sex. -Story telling, situation analysis, journaling.	CSE
		Reducing vulnerability to priority problems Advocate for reducing the stigma and discrimination associated with HIV, cervical cancer, and STIs.	-Self-esteem/self-confidence building -Students role play a person affected by one of these illnesses and make case for non-discrimination. They use a creative methodology to share	CSE

		Reducing vulnerability to priority problems Engage on appropriate social action among peers and community in response to research on HIV / AIDS and other STI's	information. -Role play	
		Reducing vulnerability to priority problems Formulate sexual health goals for the maintenance of optimum sexual health.	-Goal setting -Puberty and personal hygiene. Characteristics and locations of adolescent friendly health services. -Site visits and journaling (Link to ***Access Sources of Health Information and services*** in advocacy)	CSE
		Access Sources of Health Information and services Evaluate and adjust sexual health goals and advocate for adolescent - friendly services to achieve these goals.		
	EF	***Good health and quality living*** Evaluate and make adjustments to nutrition and fitness plans	-Goal setting -Students review the oneweek exercise previously done to evaluate and design improvements in eating and fitness. Students further adjust their eating and fitness goals.	NCD
		Factors influencing eating and fitness		
		Set personal eating and fitness goals for optimum health.	-Interview resource person and personal journaling (Link to ***Good health and quality***	

		Factors influencing eating and fitness Evaluate and adjust personal eating and fitness goals for optimum health.	*living* in critical thinking)	
Skills for managing feelings	**SIR**	*Coping with risk and adversity* Display skills to prevent the escalation of violence at home, school and the community.	-Anger management -Simulation and addressing real life situations at school. -Class discussion (Link to *Coping with risk and adversity* in negotiation and refusal)	VP
	SSH	*Differentiating between sex and sexuality* Demonstrate use of strategies for recognising and managing sexual feelings and behaviours. *Managing reproductive health* Make appropriate health, social and emotional choices to avoid risks to reproductive health and teenage pregnancy.	-Dealing with anxiety -Liking, loving, being in love, crushes, hormonal changes during puberty. -Class discussions, situation analysis (Link to *Managing reproductive health* in decision making)	CSE
	SIR	*Understanding self*	-Positive thinking	VP, SP

Skills for managing stress			Recognize the relationship between self-concept (perception of self) and mental and emotional well-being.	-Students respond to a list they created about what they like about themselves. Students state something that they like about each other student in their group. -Journaling and small group work	
	EF		*Good health and quality living* Design and implement fitness interventions utilising safety principles for individuals, peers, family, and community	-Relaxation techniques -Resource person -Role play/practice	NCD
	ME		*Environmental threats* Demonstrate resiliency skills to minimise the effects of environmental threats and disasters on individual, family and community	-Aligning values, attitudes and behaviours -Analyzing emotional responses to floods, outbreaks of vector borne diseases -Situation analysis	
Values analysis and clarification	SIR		*Coping with risk and adversity* Assess the availability and capacity of public and private (NGO's) institutions to meet the needs of youths at risk	-Aligning values, attitudes and behaviours -Students research public and private institutions with a focus on youth with the objectives of how they align with the students own values based on region, culture etc. -Resource persons, site visits, panel discussions	VP, SP

		Diversity among Caribbean people Appreciate the value of harmonious relationships in contributing to regional integration and sustainable development.	-Understanding different norms, beliefs, cultures. -CARICOM and the Caribbean Free Trade Area. Different ethnic and cultural groups in the Caribbean. -Debate (Link to *Diversity among Caribbean people* in critical thinking)	World of work
	ME	*Maintaining my environment* Analyse personal and community responses to environmental factors.	-Self assessment -Students document and analyse their own actions re issues such as garbage disposal, water use etc	
		Health and wealth Appreciate the relationship between a healthy, sustainable environment and well-being	-Panel discussions, journaling	
Social and emotional competence	**SSH**	*Differentiating between sex and sexuality* Respond appropriately to various components of human sexuality	-Self-management -Students analyse different scenarios and discuss how they would respond to them -Small group discussion	CSE
		Sociocultural influences on sexual behavior Demonstrate skills to counter the negative influences affecting youths through	-Self management and social awareness. -Students document and analyse their own personal belief systems as they relate to	CSE, SAP, DUA, VP

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		personal beliefs, media, money, marketing, and technology.	any of these issues and how acting on that belief system impacts others e.g. their classmates. They discuss appropriate responses to the issue of concern.	
		Sociocultural influences on sexual behavior Respond appropriately to the impact of social determinants (personal beliefs, poverty, negotiating power, technology, and entertainment) on sexual behaviours and choices.	-Small group discussion; simulations, journaling	
	ME	*Maintaining my environment* Value the importance of a sustainable environment.	-Social awareness -Students select a particular habit of theirs with respect to the environment and analyse how that impacts the environment, positively and/or negatively. They discuss why a sustainable environment is important and document their daily activities in this regard	
		Environmental threats Demonstrate civic pride in daily interaction with the environment	-Small group discussion	

Information Sourcing

Sexuality and sexual health
- Evaluate the availability and appropriateness of the resources to address reproductive health and parenting issues.

- Locate and utilise available services that support the health needs of adolescence.

- Critically analyse the appropriateness of these services in response to adolescent needs in your community or country.

Appropriate eating and fitness

- Evaluate the validity and appropriateness of the eating and fitness resources

- Access and utilise valid and reliable sources of information regarding eating and fitness.

Managing the environment

- Evaluate and validate the appropriateness of resources for managing the environment.

- Make informed decisions regarding environmental information, products, and services

- Incorporate scientific principals in sourcing and utilising information on the environment.

- Compile sources of relevant and scientific information /data on Guyana in relation to maintaining a healthy sustainable environment.

TEACHER RESOURCE MATERIALS

References- websites and texts

The sources below are credible. In addition to the websites, they also have Facebook pages and produce many YouTube videos.

- Pan American Health Organisation – www.paho.org

- United Nations Children's Fund - www.unicef.org

- World Health Organisation – www.who.org

- United Nations Population Fund - www.unfpa.org

- National Institutes of Health – www.nih.gov

- Centers for Disease Control – www.cdc.gov

- Conservation International – www.conservation.org

These books have been recommended for teachers in Grades 7 - 9
1. *Health and Family Life Education Student's Book 1-3*. (2010): Gerald Drakes, Mavis Fuller, Christopher Graham, Barbara Jenkins. Publisher: Macmillan.

2. *Health and Family Life Education Teacher's Guide*. (2011): Gerald Drakes, Mavis Fuller, Christopher Graham, Barbara Jenkins, Clare Eastland. Publisher: Macmillan.

3. *Adolescence: Growing and Changing:* Mary Bronson, Ph.D. Publisher: Glencoe Mc Graw-Hill.

4. *Abstinence: Mary Bronson Ph.D. Publisher:* Glencoe Mac Graw-Hill.

5. *Healthy Relationships and Sexuality:* Mary Bronson Ph.D. Publisher: Glencoe Mc Graw-Hill.

6. *Caribbean Food and Nutrition for CSEC:* Anita Tull and Antonio Coward. Publisher: Oxford.

7. *Modules in Social Studies with SBA Guide (New Edition):* Rampersad Ramsawak and Ralph Umraw. Publishers: Caribbean Education.

8. *Health and Wellness:* Linda Meeks and Philip Heit – Texas. Macmillan/Mc Graw-Hill.

9. *Decisions for Health:* Holt. Levels Red, Green and Yellow.

10. *You, Your Life, Your Dreams-A Book for Caribbean Adolescents:* Petrina Lee Roy, Maria Faget Montero and Martha Murdock.

11. *Teaching about HIV and AIDS in the Caribbean Secondary Schools:* Sharlene Johnson, Gisela Winkler and Maren Bodenstein.

1. Steps in life skill development

Decision Making

Decision making is making one's mind up about a course of action. It implies choosing among options. Choosing may have an explicit action implication or may involve only the resolve to behave in a certain way in the future. Ideally, a decision maker will select the best alternative. However, the individual's perception, knowledge, abilities and motivation will affect the choice. Decision making is a component of the wider problem solving process.

Decisions can be made by:

1. impulse
2. procrastination
3. not deciding
4. having others make the decision for us
5. rationally evaluating possible alternatives and then choosing

The rational decision making process is the most effective.
Steps in the rational decision making process are:

1. analyse and identify the situation – determine that there is a decision to be made, clarify and explore the situation determining constraining and facilitating factors.
2. set objectives – determine what is to be achieved by the decision.
3. search for alternatives – generate a set of realistic and potentially acceptable options.
4. evaluate alternatives – assess feasibility, costs, resource availability, consequences, probability of success and importance of each option.
5. make decision – select the best alternative.
6. evaluate the decision – pause and recheck the decision and the process used to confirm that the best decision has been made.

Example: Isaac is being pressured by a classmate to try smoking marijuana. He discusses his uncertainty with a group of friends.

1. What are the issues and pressures facing him?
2. Brainstorm for alternatives for dealing with issue.
3. Weigh the costs, consequences/risks of each alternative and the skills/resources available to him for carrying out the decision.
4. Make the decision.
5. Review the decision and the process to ensure that the correct conclusion has been arrived at.

Problem Solving

Problem solving is the process through which a difficult situation/problem is resolved. It involves diagnosing the problem, taking action and generalizing the principles to other situations. The process brings about planned change.

Steps in the change process

1. Unfreezing – creating motivation for change. If a person feels uncomfortable with the present situation he/she may see the need for change. However, fear may hinder the process.
2. Changing – attempting to change. The individual lets go of the old and takes on new routines and behaviour.
3. Re-freezing – stabilising the change. To be effective the change must be congruent with the individual's self-concept and values.

Steps in problem solving:

1. Problem sensing – identity a gap between the perceived current situation and the desired situation.
2. Defining the problem – the problem is refined, establishing what kind of problem it is, who or what is involved, what are the facilitating and constraining factors, and how success will be measured.
3. Setting objectives – determine the exact goals for the change. If several problems are identified, priorities must be set in order to focus attention on the most important issues.
4. Generating alternatives – produce as many alternatives as possible, deferring evaluation.
5. Evaluating alternatives – identify possible action steps for each alternative and assess feasibility, costs, resources availability, consequences, probability of success and importance of each option.
6. Choosing an alternative – select the best alternative.
7. Taking action – implement the action steps designed to achieve objectives.
8. Evaluating the process and outcomes – follow up the action steps to compare the actual situation with the plan. Modify/take corrective action if variance is detected.
9. Generalising the action – adopt the strategy for everyday situations.

Example: You are consistently late for school/work.

1. Is there really a problem?
2. What is the nature of the problem?
3. What is the desired change?
4. What are the possible solutions?
5. What are the advantages, disadvantages of each possible solution?
6. Select the most appropriate solution.
7. Carry out the selected plan.
8. Has the plan solved the problem?
9. If the plan has solved the problem satisfactorily, adopt the new behaviours. If the plan has not solved the problem satisfactorily, restart the process.

Creative Thinking

Creative thinking involves a departure from traditional ways of thinking and usually results in the generation of original and innovative ideas. A unique but realistic solution to a problem usually results. Creative thinking can take place at an individual or group level. A problem is posed, new analogies, combinations or applications are derived, and solutions along new and unconventional lines are originated or invented.

The creative individual is said to be independent, perceptive, open minded, objective, possesses selfcontrol, varied interests and high aspirations. However, all individuals are capable of creative thought at some time.

The creative group is able to tolerate ambiguity and confusion in the problem solving process and is willing to risk being wrong. Personal inhibitions against looking foolish or being too farfetched must be broken down. Ideally the climate is one in which there is freedom to express ideas and to communicate with individuals within and outside the group.

Aids to creativity are a questioning attitude and flexible thinking.

Steps in creative thinking for the individual:

1. Redefine the problem from several perspectives
2. List all solutions to the problem being as imaginative as possible
3. Delay evaluation until all possible alternatives have been listed in an effort to prevent counterproductive thinking
4. Make decision

Steps in creative thinking for groups, using "Group Think":

1. Brainstorm, encouraging imaginative speculation
2. Clarity ideas presented
3. Suggest modifications 4. Select best suggestion **or**

Steps in creative thinking for groups, using a structured group approach:

1. Individuals generate ideas silently and note them
2. The leader obtains and records each member's ideas
3. The group discusses and evaluates the recorded ideas
4. Individuals cast silent votes to determine best suggestion Example: You are attempting to redesign a ball point pen:

- List the present characteristics of the pen
- Generate a new set of characteristics
- Evaluate various combinations of characteristics until all are exhausted
- Decide on final design

Repeat the exercise using one of the group techniques.

Critical Thinking

Critical thinking is the ability to formulate ideas, derive conclusion, ask pertinent questions and present logical arguments. Some components of critical thinking are analysis, synthesis, insight, intuition, empathy, reason and communication. In critical thinking all available information is critically evaluated whether or not the process results in a decision. The activity focuses on the thought process rather than on taking action.

Critical thinking requires that an individual have the skill to:

Analyse   -   the strengths of an argument of claim
                    -   the existence and nature of a problem

Determine   -   the credibility of a source
                    -   the factual accuracy of a statement

Identity   -   unstated assumptions
                    -   logical fallacies

Detect   -   ambiguous claims and arguments
                    -   bias
                    -   logical inconsistencies in a line of reasoning

Distinguish -   between verifiable facts, opinions and value claims
                    -   relevant from irrelevant information, claims and reasons

Steps in the critical thinking process are:

1. Exploration to gain insight
2. Expression to make opinions known
3. Investigation to verify accuracy, credibility
4. Ideation to generate options
5. Evaluation of ideas to identify what to believe and/or do

Example: Think critically about one of the following statements:

1. "West Indian men are bad fathers."
2. "Men have an aversion to professional women."
3. "Negative behaviour of adolescents is a reflection of their upbringing."

- Teacher gives definition of critical thinking skills.
- Participants state the ways in which they have used these skills.
- In small groups, participants apply critical thinking skills to the statements.
- In plenary, groups discuss the process that was used, identifying skills and asking questions based on the skills.

Note: Participants may now be asked to repeat the process using a second task/statement.

Effective Communication

Communication is the process of transferring information, understanding and emotion from one person to another. The process involves initiating, transmitting and receiving information. The idea is to make one's intent clear by matching it with verbal and non-verbal cues. Perception, attribution, motivation, personality, personal development, group characteristics and organizational factors affect the way individuals send and receive information.

Communication can be:

1. Verbal – use of oral and written symbols. Oral communication allows immediate feedback. However, it can be time consuming and costly. Written communication allows for records, references and legal defense. However, it may be poorly expressed, does not allow immediate feedback and cause the accumulation of paper.
2. Non-verbal – gestures, movement, material things, time and space. Non-verbal cues may repeat the message, contradict, be a substitute for, complement or accentuate the message.

The communication process involves:

1. The sender – who has an idea, encodes and transmits it. The sender uses his own frame of reference for encoding the message. This includes his/her view of the situation, education, interpersonal relationships, attitudes, knowledge and experience.
2. The channel – the means by which the message is transmitted. This can be oral (face-to-face, by telephone or electronic media); written (letters, print media); graphic (display, art).
3. The receiver – who receives the message and decodes it. The receiver must be ready for the message and must understand it in the same way as the sender understood it. The receiver's frame of reference is important.
4. Feedback – confirming to the sender that the message has been received and understood.
5. Noise – anything that interferes with or hinders communication. Noise may be an unclear thought, ambiguous symbols, interruption or static in the channel, inaccurate reception, faulty decoding, obstructed understanding or fear.

Overcoming barriers ensures effective communication.

1. The sender must clarify what is to be transmitted and its purpose.
2. Encoding and decoding must be done with symbols that are understood by both sender and receiver.
3. The message should fit the receiver's frame of reference.
4. Use the appropriate channel for the type of message being sent.
5. Consider the needs of the receiver. Communicate something that is of value.
6. Ensure congruence between what is said and how it is said.
7. Communicate in an environment of honesty, trust, confidence and support.
8. Listen carefully. Patience, empathy and concentration enhance understanding.
9. Elicit/give honest feedback to ensure the message is understood.

Example: Recall a situation that occurred at home/school/work.

1. What were the communication problems that you observed or experienced?
2. How can the communication process described above help you to locate problems?

Interpersonal Relationship Skills

Interpersonal Relationship Skill is the ability to relate positively with people, creating an environment in which people feel secure and free to interact and express their opinions. Interpersonal Relationship Skills relate to the way individuals communicate with, motivate and influence each other.

Five factors which make for good interpersonal relationship are:

1. Respect – holding people in high regard
2. Dependability – being responsible and fulfilling one's obligations
3. Empathy – being able to put one's self in the other person's position
4. Effort – working hard to make the relationship succeed
5. Caring – showing concern for and interest in the other person's feelings, wants and needs.

Three core interpersonal skills can be described

1. Letting yourself be known

Self-disclosure – considers the breath, depth and duration of disclosure, the nature of relationship, to whom and what situation disclosure is made.

Concreteness to communication – relates to the specificity of self-disclosure, including the disclosure of feelings and emotions.

Expression of feeling – requires the expression of emotions constructively and assertively.

2. **Responding**

Primary accurate empathy – the ability to understand and reflect what the other person says explicitly about himself/herself.

Behavioral respect – involves being "for" the other person and suspending critical judgment; displaying commitment, warmth, empathy, genuineness, support for and willingness to work with the other person; having regard for the other persons uniqueness and self-determination; assuming the other's goodwill.

Behavioural authenticity – behaviour that is role free, spontaneous, non-defensive, consistent and selfsharing.

3. **Challenging**

Advanced accurate empathy – ability to understand and reflect what the other person only implies in his/her communication.

Confrontation – intentionally inviting the other person to examine his/her behaviour and its consequences.

Immediacy – the ability to discuss with the other person what is happening and where in the relationship.

Steps in developing positive interpersonal relationships are:

1. Entry – initiating the relationship
2. Clarification – determining the value of the relationship
3. Structure – establishing a pattern of behaviour
4. Maturity – accepting and feeling comfortable with the relationship **or**

Termination – ending the relationship if necessary

Example: How can you develop a relationship with a new member of your school/community to make that person welcome and comfortable?

- Introduce yourself and say something friendly
- Determine the level of interaction that you want to develop with the person
- Explain things that may be confusing and invite the person to participate in your group/community activities
- Meet regularly for tea, lunch or some other activity
- Visit each other at home as mutually agreeable

Self-Awareness

The individual whose attention is self-directed is in a state of self-awareness. Self-awareness indicates having a sense of identity and an understanding of one's own feelings, beliefs, attitudes, values, goals, motivations and behaviour. One is able to see and accept himself/herself realistically, and can see reality objectively. Self-understanding also helps us to understand others.

Researchers suggest that there are two types of self-awareness:

1. Private self-awareness – attention to our own thoughts and feelings. We are in touch with the covert aspects of ourselves such as moods, motives, mental process and desires.
2. Public self-awareness – attention to ourselves as social beings. We are aware of our observable and visible physical characteristics, those things that can be seen by others.

How a person sees himself is not necessarily the way it is. Theorists describe three selves:

1. The perceived self – the way we see ourselves
2. The real self – the way we truly are
3. The ideal self – the way we want to be

How we see ourselves depends on how others see us, observation of our own behaviour and observation of others. Discrepancies between the perceived self and the real or ideal self will lead to poor adjustment. Being honest with ourselves is crucial to coping with reality and feeling comfortable about and with ourselves. However, increasing self-awareness can bring some level of discomfort if we are unhappy about some of what we come to know. In order to develop our self-awareness we must uncover selfdeception and recognize the barriers to growing, learning and becoming the best we can be.

Steps in increasing self-awareness:

1. Monitor your interactions – Observe your interactions
2. Identify patters in your observed behaviour – What are the consistent behaviours?
3. Determine the meaning of behavioral patterns – Decide what the patterns say about you.

4. Analyse the effect of behavioral patterns – Do they make you happy or sad? Do they allow you to achieve your goal?
5. Explore the value systems inherent in your behaviour patterns – What beliefs do they reflect?
6. Implement new insights – Change your behaviour based on your new self-awareness.

Example: Identify your values and expectations relating to a friend.

1. Rank these values and expectations from most important to least important.
2. Think of someone who would value highly what you think is least important.
3. Describe this person.
4. Would you like and respect this person? Why or why not?
5. What would happen if you had to interact with this person?

Empathy

Empathy connotes "feeling into". It is the ability to experience the world from the other person's perspective without losing one's own identity or objectivity. There are two stages in empathising.

1. Feeling with the other person. Experiencing the same feelings of frustration, anger or pain as the other person. Both parties share emotions and arrive at mutual understanding, closeness and trust.
2. Putting one's self in the other person's place. One mirrors the other person's feelings and communicates these. This allows the person to get a more objective view of the situation.

Gerard Egan (1976) describes two levels of empathy:

1. Primary-level accurate empathy – the ability to understand and reflect what the other person says explicitly.
2. Advanced accurate empathy – the ability to understand and reflect not only what the other person says explicitly but what he/she implies.

Displaying empathy means that one perceives what is happening to the other person and interprets that person's messages accurately without adding to or subtracting from them. One listens carefully and asks one's self questions such as: "What is the person feeling?" "How does the person perceive his/her problem/world?" One is non-judgmental and does not superimpose one's views.

Example: Your 15 year old friend's parents disapprove of her having a boyfriend and object to her seeing him. Your friend and her parents had an argument about this. She now tells you that she is moving out of her parent's house to live with her boyfriend.

From your perspective this is a stupid thing for her to do. If you say to your friend: "You would be a fool to move out", what response would you get? Your statement is judgmental and superimposes your view. Your friend is likely to become defensive and may try to justify herself or refuse to discuss the matter further.

- What would be a more empathetic response?

"So you are not happy about your parent's objections?"
- How would the conversation be likely to continue following this display of empathy?

This is likely to encourage your friend to discuss the problem further and might lead to the discovery of underlying issues that have not yet been expressed.

Coping with Emotions

Emotions are feelings that are subjective, affective experiences that accompany behaviour. Emotions may activate and direct behaviour or may be person's goal. For example, we undertake certain activities because we know they will result in pleasure.

Most emotions can be identified as pleasant (joy, love) or unpleasant (anger, fear). Intense emotions are often accompanied by physiological changes such as increased heartbeat and breathing, perspiration, trembling, a sinking feeling in the stomach, all resulting from activation of the sympathetic nervous system.

A mild degree of emotion leads to alertness and heightened interest. However, intense emotions often result in decreased performance. Prolonged, pent up emotions may result in impaired physical health and mental inefficiency.

There are two main ways of coping with emotions. One is problem oriented and the other emotion oriented.

1. Problem Centered Approach
     a. Analyse the emotional situation
     b. Take action to change or avoid the emotional situation

2. The Emotional Centered Approach
     a. Adopt some defense mechanism (self-deception) **or**
     b. Deaden the emotion by use of alcohol or drugs

Example: You are afraid that you are about to fail a course and will not be able to graduate.

• **What are the options?**

    a. You meet the teacher, work out a plan to fulfill the requirements and follow the plan. **or** You decide that you cannot meet the requirements in time and so make plans to repeat the course.

    b. You adopt a "don't care" attitude and convince yourself that graduating is not all that important.

                   or
    You resort to alcohol or marijuana

• **Which is the better Approach?**

The problem solving is better. However, not all problems are easily solved if the emotions are sever and complex. In such a case the individual may adopt some defense mechanism while trying to find a solution.
Coping with Stress

Stress refers to a physiological and psychological state of tension that occurs when an individual's environment places excessive demands on him/her and creates an imbalance between demand and the capacity to adjust. Stress may cause the individual to become creative or incapacitated. Physiological

effects may be linked to disease processes. Psychological effects may manifest as boredom or burnout. Behavioural changes such as substance abuse, excessive food consumption, accidents or withdrawal may occur. Tolerance of ambiguity, patience, self-esteem, health, exercise, work and sleep patterns affect how the individual reacts to stress. Where stress persists, individuals may progress along the following path:

1. Alarm – a rise in adrenaline or increase in anxiety
2. Resistance – the individual deals with the stressor directly or uses it to stimulate creativity
3. Exhaustion – physiological or psychological harm A wide range of factors cause stress.

1. Physical demands of the environment – noise, temperature, lighting, hygiene factors, task demands, repetitiveness and monotony, risk and hazard.
2. Travel – long journeys, traffic jams, delay in public transport, need to travel in poor weather conditions.
3. Role – role conflict, role ambiguity, responsibility without authority.
4. Interpersonal relationships – quality of relationships, group pressure, social density, status and social esteem.
5. Career factors – job insecurity, need for achievement, thwarted ambitions.
6. Organisational structure and climate – threats to freedom, autonomy and identify.
7. Relationship between work and home – conflict between organizational and family demands, financial difficulties, conflicting personal and organizational beliefs.
8. Life cycle and life events – transition from one stage to the next in the lifecycle (adolescence, menopause), Life events (marriage, bereavement, relocation, divorce, legal problems).

There are three basic steps in coping with stress.

1. Awareness – one must understand one's self, what is happening (sensations in body, thoughts, emotions) and whether the stress originates from conflicts within, from imbalance in one's life or from environmental circumstances beyond one's immediate control.
2. Acceptance – acknowledging that what one has become aware of is stress.
3. Adjustment – altering perceptions, behaviour, lifestyle or personal situation in order to cope effectively with the stress. For example, be more assertive, vent anger and frustration constructively, get adequate rest and sleep, eat properly, exercise and learn relaxation techniques, build job related and interpersonal skills, seek support or counseling.

Example: Reflect on typical day.

1. List all the incidents and people that caused you distress.
2. What were your physical and emotional reactions?
3. What actions did you take and, in retrospect, what would you have done?
4. Are your stressors consistently of a certain type?

2. Sample life skills lessons

"Steps to solutions and four questions for problem solvers"

The lesson is based on four steps to problem solving, with activities designed to help students work through each step.

1. What is the problem – what happened?

A short role play is used to show an argument, and the students are asked to define what the problem is, without making judgments about who is right or wrong. The group is asked to consider what effect defining a problem has on the way we perceive it.

The group is asked to write a short play, showing an argument developing and taking place, followed by a definition of the problem.

Problems that the children experience are introduced as examples of problems for the class to work together.

2. How does it feel?

A quarrel is illustrated using role play (alternatively the role play of 1 step is described). The group then considers each person in the role in turn, and they write down the feelings each person may have had, without judging how justified the feeling was.

3. Option building

The Student's brainstorm to show many possible courses of action could be taken to solve the problem.

The group looks at the list of feelings generated at step 2 and suggests what could be done to meet the needs each feeling represents. Once something has been suggested for each feeling, and for each person in the problem scenario, the list of options is compared to the original problem situation, and the group puts forward suggestions for an appropriate solution.

4. Goal setting

Finally, a plan is drawn up and composed small steps that each person involved in the argument, could take to bring about a solution.

FROM: Ways and Means: An Approach to Problem Solving
                (1988) The Handbook of the Kingston Friends Workshop Group, Kingston
                Polytechnic, UK.

"Making decisions step by step"

The students are asked to explore the advantages and disadvantages of different ways of making decisions, such as:

- by impulse;
- by procrastinating, "or putting off" making a decision;

- by not deciding;
- by letting others make decisions for us;
- by evaluating all choices and then deciding

The teacher then tells the group that the last way – evaluating different aspects of the situation – is the best process to use when making an important decision. And the following model for decision making is presented.

Step 1   Name the choices and alternatives involved in your decision

Step 2   Gather information about the decision (considering values, goals, and list what facts you need to know)

Step 3   List the advantages and disadvantages of each choice

Step 4   Make your decision and list your reasons for this choice

The students go through the model for example decision making dilemmas situations, first together and then in small groups. Then the students compare how the different groups handled the same dilemma. The teacher asks if anyone wants to share a real dilemma that the group could try to look at using the decisionmaking steps.

The following questions are raised

1.   Has anyone in the group ever made a decision that didn't turn out well? Would the decision making model have helped? How? Which step?

2.   How do you know if you have all the facts you need to make a decision? Who could you talk with?

3.   Do you think you could really use this model?

FROM: **Life Planning Education: A Youth Development Program**
            (1985) The Center for Population Options, Washington, D.C., USA

"Do your own think: Critical thinking skills"

The teacher provides examples which contrast critical and "un-critical thinking, and introduces the critical steps, as below.

1. Choose a subject to examine.
2. Ask questions about the subject.
3. Gather information to get answers to your questions.
4. Review the information.
5. Determine how you will react.

The teacher uses one of the examples given earlier to go through the critical thinking steps. Then the students work in pairs through a worksheet on which the students have to show their use of the critical thinking steps.

The teacher asks the students to consider why it is so important to understand and use critical thinking skills in making decisions, and to think about areas in their lives when these skills can be applied.

A worksheet with examples of other situations in which the students can practice applying the critical thinking steps is given as a home assignment, and the students are asked to write about a time when they could have done something differently, if they had only asked a few critical questions beforehand.

FROM: **Skills for Adolescence: Curriculum Guide: A Programme for Ages 11-14**
(1986) Quest International, USA. (TACADE version, printed in the UK) **"Communication skills"**

As an introduction, the students engage in an activity in which one student whispers a message to another, and this is then whispered from person to person until it has gone around the whole class. At the end, the students compare the final message to the original, to see if it has changed.

Students are asked to define communication, and under what conditions effective communication is said to have taken place. The teachers tells the students that communication can be verbal and non-verbal, and asks the students to say what they think is meant by verbal and non-verbal communication. The teacher is ready with definitions to help the students if they cannot think of any.

The teacher suggests that effective communication is when verbal and non-verbal communications are the same: difficulties arise when words contradict our nonverbal behaviour. The teacher asks students for examples of this, and may provide some to help, like:

"I always have plenty of time to talk to students after school" – and as this is said the teacher glances at his/her watch and nervously begins packing his/her briefcase.

Three students are given cards with words "angry", "nervous", and "content" written on them. Each student uses non-verbal behaviour to communicate the emotion on the card. The rest of the class takes turns to guess the emotion that is being expressed.

Students are asked to give examples of a misunderstanding in communication that they have experienced, and to think about how it might have been avoided. A role play is made up to illustrate one or more of the situations given as examples by the students. The group is asked how the misunderstanding could have been avoided, and the suggestions are incorporated in a new role play of the situation.

To illustrate the value of asking questions to clarify what is being said, the teacher uses the following activity:

One student is asked to describe a figure containing different geometric shapes to the rest of the class, who is to draw it without asking questions about it. Two of the students then show what shape they thought was being described. The student describes the figure again, this time the others can ask questions. Two of the students show their drawings and these are compared to the original, to see if this time it was easier to understand what was being described.

FROM: **Life Skills Training: Promoting Health and Personal Development:**
Teacher's Manual
G.J. Botvin (1989) Cornell University Medical College, USA

"Appreciating Family and Friends"

The teacher explains that when something is important to us, we say we value it. He/she asks the students to think of something that they valued, yet did not care of. The teacher then explains that we sometimes do the same in our relationships with family and friends.

Students are asked –

- What do you do to show that you value a friendship or a family relationship?
- What makes you feel that someone does not value your relationship with him or her?

(Answers are put on the board for all to see)

Students are divided into groups of three or four, and they are asked to consider different scenarios that illustrate a bothersome quality that someone has. Students are asked to think about the scenarios using several questions.

- What are the positive qualities of the person?
- What quality is causing the conflict?
- If this is necessarily a bad quality? When might it be a useful quality?
- If you were in this situation, how would you handle this problem in a positive way?
- Why do you think this quality bothers the person in the scenario much?

Each group presents their scenario to the class, and describes what they would do to resolve the relationship problem.

As a home assignment, students are asked to describe ways in which they show that they care for and value their family and friends, and for up to four people, they are to write about one additional thing they could do to further demonstrate their appreciation for that person.

FROM: Teenager Health Teaching Modules: Strengthening Relationships with Family and Friends
(1991) Education Development Center, Inc. Newton, MA., USA

"The Uniqueness of Me"

The teacher asks the students to write their names on a large sheet, and to say what it means and how they feel about their names.

In pairs, the students discuss their characteristics e.g. Physical characteristics, skills, achievements, and also things they would like to be able to do.

Older students are asked to stick a picture of themselves into a circle drawn on a large sheet of paper. In other circles drawn around this central circle, the heading include: my special things, my special people, what can I do, my favourite foods, etc.

Younger students are asked to paint self-portraits and label it with their name. On scrap paper the children are asked to draw things, people and places that are special to them, and to stick these around the edge of the self-portrait.

The students are then asked whether they enjoyed the activity, and what they have learnt about themselves. They are asked to finish the statement: "Something I discovered about myself which makes me feel good is.........."

As an activity to do at home, the students are asked to complete the statement "I am glad that I am because..........," and they are to ask family members to contribute three positive comments for inclusion.

FROM: **Skills for the Primary School Child: Promoting the Protection of Children**
(1990) TACADE Salford,UK

"The Way I Feel"

To start, the teacher asks the group to brainstorm the variety of feelings they know of. These are listed, and the group discusses the list and classifies the different feelings (e.g. as mild or strong, positive or negative etc.).

The group writes down which of the feelings they have experienced, and a different list for those they have not.

Students look at drawings of facial expressions and they are asked to think about what feelings are being expressed. They then compare their reactions with other students in small groups.

The students look at different pictures, e.g. of a girl waving goodbye as a bus leaves, and imagine a story that describes the picture, and the feelings of the people involved.

Students watch a short film (or hear a short story) and then discuss the mood and atmosphere that is created in the piece, the feelings portrayed by the characters, and the effects these feelings can have on others.

Students are asked to mime a feeling and let others guess what it is. They then role play a situation to see how feelings may affect how we behave.

FROM: **Peacemaker: Module One of a Post Primary Peace Programme: Teacher's Book and Student's Worksheets**
(1988) The Joint Peace Programme of the Irish Commission for Justice and Peace and The Irish Council of Churches

"Coping with Stress"

A situation is role-played in front of the students who are asked to look for verbal and non-verbal cues of stress.

A bully is trying to get another student to smoke drugs. The student doesn't want to, but doesn't know how to deal with the situation. He reacts by stuttering, fiddling with his clothes, and avoids looking at the bully.

The role play then changes and the young boy is being interviewed about the situation, to tell the group about the other cues of stress that were not apparent to the group. He says he was sweating a little, his stomach hurt, his heart was pounding, and he was breathing faster than normal. In the role play, he is then reassured that lots of people feel that way when they are in a difficult situation.

The students are asked to think about a stressful situation they were in, and which they would like to cope with better if that situation came up again. They are asked to imagine the situation with their eyes closed, and to remain calm. Then they are to think of a time when they did well in that kind of situation and how good they felt to have coped. They are asked to think how they might improve in the way they would handle the situation in the future, and rehearse this in their minds, before slowly opening their eyes.

Students are then introduced to the value of saying positive things to themselves during a stressful situation. Students are told to prepare for a situation by saying to themselves that they can do it. They are encouraged to cope by talking themselves through a situation by giving calm and positive instructions, focusing on what is going well, and to praise themselves after the situation for the things they did well, however big or small.

FROM: **Coping with Junior High: A Manual for Stress Management and Preventive Intervention**
S.P. Schinke and M.Y. Babel (1987) Colombia University School of Social Work, New York, USA

3. Communication Skills

Effective Communication

"We are sometimes too anxious for reconciliation. Forgiveness should be a way to open an issue for healing, not a way to close the subject."

(Isaac Block)

"Effective communication" includes an exchange of ideas, feelings and/or beliefs that results in better understanding between people. It sounds simple, but effective communication does not come easily. A heated situation, when it is most crucial, can be the time when it is hardest to remember and put into practice the skills of effective communication.

NOTE: While a variety of communication techniques and principles are outlined in the pages to follow, it should be acknowledged that all of them at least to some extent, are culturally based and therefore not equally appropriate in every context. Furthermore, the formulaic use of skills can easily be interpreted as contrived and manipulative. More important, therefore, then the techniques themselves is a deeper understanding of their underlying purpose and a genuine desire for greater understanding.

THREE TYPES OF LISTENING

How one listens can be understood in terms of the amount of control the listener exerts on the conversation. The following three types distinct levels of control that one can choose to exercise as the listener.

PERSUASIVE   **DIRECTIVE**   **ACTIVE**

<--CONTROLLING--------------------LEADING-----------------CONNECTING-->
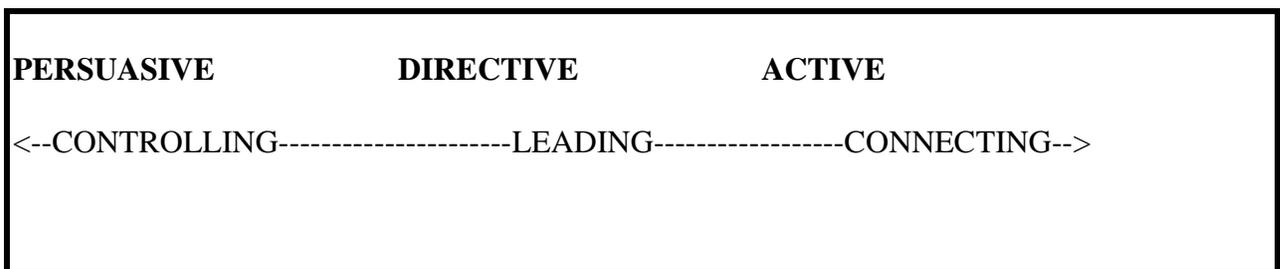
EFFECTIVE LISTENING

Listening is an essential ingredient of effective communication. Your goal as a listener is to fully understand the speaker's experience and point of view. To do this, you must convey that you are interested in understanding the speaker's situation, and that you respect his/her feelings or point of view.

With the tools of effective listening, you can encourage a speaker to express his or her perspective and you can help to identify the feelings that often lie underneath his or her words. Through both verbal and nonverbal messages, you can express your interest in understanding the speaker's point of view and help the person to feel more comfortable.

There are a number of ways to be a good listener.

WHEN YOU LISTEN

Use non-verbal communication – be aware of what you can communicate with your body.

Recognise your own prejudices – be aware of the way in which your feelings or reactions to a person influence your interpretation of what is being said.

Listen to understand the underlying feelings – use your heart as well as your mind.

TO BE AN EFFECTIVE LISTENER

Empathise – put yourself in the other person's shoes and try to understand how he/she feels Validate – let the other person know that his/her experience is valid.

Clarify – ask questions to get more information about the problem.

Paraphrase – in your own words, restate both the main elements and emotional content in what you have heard.

BEHAVIOUR TO AVOID AS A LISTENER
Do not interrupt

Do not judge – shift judgment to curiosity and focus on understanding rather than who is right or wrong.

Do not argue mentally – stay attuned to the speaker rather than planning your next move.

Do not give advice – the best resolutions come from within the individual.

ATTENDING SKILLS

It is crucial to be fully present to an individual if you wish to listen effectively. Your full psychological attention is needed. There are several distinct things that you can do with your body to foster good listening.

POSTURE
Each region of the body can be oriented in such a way that it invites, facilitates or holds an interpersonal relationship. Conversely, the body can also be oriented to break off, discourage or avoid involvement.

To communicate effectively one should remember to:
- be relaxed yet alert;
- incline one's body toward the speaker;
- face the other person squarely;
- maintain an open position
- position oneself at an appropriate distance from the speaker

BODY MOTION
To listen is to move. To listen is to be moved by the talker – physically and psychologically...The nonmoving, unblinking person can reliably be estimated to be a non-listener...When other visible moving has ceased and the eye blink rate has fallen to less than once in six seconds, listening for practical purposes, has stopped.

To communicate effectively, one should remember to:
-avoid distracting motions;
-move in response to the speaker

EYE CONTACT
The eyes of men and women are converse as much as their tongues, but with the advantage that the ocular dialect needs no dictionary, but is understood the world over.
The above quote stimulate discussion if for no other reason than that it is now broadly recognised that the "ocular dialect" indeed **does** require some sort of interpretation, if not dictionary, precisely because it is understood so differently the "world over".

ENVIRONMENTAL
A non-distracting environment, one without significant physical barriers between people and one that is inviting rather than closed.

To communicate effectively, one should remember to:
- cut environmental distractions to a minimum
- remove physical barriers when possible

ENCOURAGING SKILLS

As an effective listener, it is important to provide opportunity for the other person to talk or continue talking. Small verbal and nonverbal actions can cause an individual to feel welcome and free to do this.

DOOR OPENERS – are a non-coercive invitation to talk that often consist of:

1. A description of what you are observing   "You seem really down today"
2. An invitation to talk or continue talking   "Do you want to talk about it?"

Door openers can also consist merely of the invitation: 'So what's up?'
Door openers must be followed by **attentive silence** and other effective listening skills.

MINIMAL ENCOURAGERS – are short responses that encourage the speaker to continue talking at the same time as allowing the listener to maintain an active role in the conversation.

Examples: Mm-hmn   Really?   Tell me more So?
 Yes Then For instance... Sure Go on And? Right

INFREQUENT QUESTIONS – consist of open-ended questions that provide space for the speaker to freely talk about his/her thoughts and feelings without being bound by the listener's mindset. Infrequent questions should be:

- used sparingly
- asked one at a time
- open-ended

ATTENTIVE SILENCE – enables the speaker to have time to think, feel and then express her/himself in the way that she/he wants to. In silence, you should:

- Relax and express your attentiveness through your body language;
- Pay attention to the other person's body language;
- Listen carefully to what is being communicated

RESPECT – is fundamental to effective listening. As a listener, establishing an atmosphere of respect is vital to freeing the speaker to talk openly. However, if the speaker turns down your invitation to talk, you must also demonstrate respect by refraining from badgering him or her.

SUPPORTING SKILLS

As an effective listener, you need to be supportive of the speaker. Being supportive of the other person does not mean that you are agreeing with or advocating for them. Rather, to support is to attempt to thoroughly understand the other person and communicate that understanding. Such understanding can be communicated through expressions of empathy and validation. It is somewhat difficult to provide a "blue print" for either of these components but the skill of paraphrasing is one means of attempting to address them. The specific skill of paraphrasing will be elaborated on in the next pages.

EMPATHIZE

Empathy is walking with another person in deeper chambers of their experience. The word empathy is a derivative of the German word "einfuhlung" meaning "feeling into". Empathy is easiest to understand within the context of apathy and sympathy.

APATHY   **EMPATHY**   **SYMPATHY**   "I don't care"   "Looks like you're feeling down"   "You poor thing"   "That's your problem "Sounds as if you were really hurt by that"   "I think you should..."

Empathy includes:

- Having a sensitive and accurate understanding of another's feelings and perspective; - Understanding the situation that triggered those feelings and perspective;
- Being able to communicate one's understanding so that the other person believes you have understood (often through paraphrasing).

VALIDATE

Validating involves letting the other person know that their feelings and experience are valid, regardless of whether it appears logical to the listener. While you may not agree with another person's actions or behaviour, you should not and cannot argue with an honest expression of feelings.
Validating includes:

- Inquiring into how they are feeling and what they are thinking;
- Communicating your understanding of their feelings and thoughts (often through paraphrasing.

PARAPHRASING

Paraphrasing is restating in your own words the **content** and the **emotion** expressed in a message. A good paraphrase includes facts and feeling.

When we tell someone our telephone number or street address, we usually repeat it to make sure they have the correct information. However, with most other types of information we send, we assume that the intended message is heard and understood.

Paraphrasing is one way to make sure you have the intended message. It has a number of purposes:

1. It provides a climate in which the speaker is more likely to feel understood.
2. It allows you to check to make sure you understand the speaker's intent.
3. It allows the speaker to correct you if you have misunderstood something, thereby preventing misunderstandings.
4. It allows the speaker to correct himself or herself if he/she feels he/she inaccurately expressed what he or she was trying to communicate.
5. It provides you the opportunity to focus on understanding the other person rather than thinking of your own response.
6. It conveys to the speaker that you are interested in him or her and what he/she has to say. This often allows the person the freedom to continue talking.

Pick the most appropriate paraphrase for the following statements:

When I go for a coffee break, I always seem to sit by myself

1. You're saying that you sit by yourself at coffee breaks
2. You are really disappointed when you go for coffee breaks and end up sitting alone
3. Maybe you should try harder and go sit with someone else
4. You sound like you don't enjoy coffee breaks when you sit alone

Stop. That's enough. I can't take anymore right now

1. Right now you're tired of me talking at you wish I would leave you alone for a while.
2. It seems like you need space and want to put this on hold for a while.
3. Just a minute. I'm not finished with what I have to say.
4. You want me to stop because you can't take anymore now.
5. Well, we're feeling a little sensitive today, aren't we?

PARAPHRASING EXERCISE

Write an effective paraphrasing of the following statements. Remember to include the facts and the feelings.

COMMENT DIRECTED TO YOU

1. Your supervisor has been under a lot of pressure the last number of months and you sympathise with his/her situation. You have also noticed that his/her heavy workload has seemed to be making him/her more irritable. You have tried to be helpful in various ways to relieve the pressure but you also have your own workload to contend with. After mentioning to him/her that you would not have report done until tomorrow, s/he responded with: "You have to get that report done. This project is very important and I cannot afford to have it just thrown together." (Respond with a paraphrasing statement).

2. You and your daughter/son have had an increasingly tense relationship during the last several months. Kelly never used to question your rules and decisions but has seemed increasingly defiant. S/he has been particularly vocal about curfew and when you told him/her that you had decided that s/he should be home by midnight, s/he burst out: "It's not fair! All my friends can stay out as long as they want. I'm sixteen years old but you still treat me like a little kid. I can make some of my own decisions".

3. You and your roommate have been sharing the rent for six months. Recently, s/he seemed more withdrawn and aloof to you and you have been wondering if something is bothering him/her. After supper, you leave your dishes in the sink, planning to wash them later. A short while later you roommate asked if you are planning to do your dishes and you say, "Yeah...later." S/he pauses, then responds: "You know I don't know if I can handle this anymore. I'm tired when I come home and don't need to pick up after you too."

4. You never take me seriously. (Provide you own context)

5. You never take out the garbage. (Provide your own context)

EFFECTIVE SPEAKING

Just as using effective listening skills can improve communication and understanding, so can "effective speaking". You probably have the experience of saying something that you thought was very clear and then finding out that your message was interpreted entirely differently than what you meant. Through careful reflection on how you approach people, you can greatly increase your control over whether your message is received the same way you want it to be.

There are a number of things you can do to be a more effective speaker.

WHEN YOU PREPARE:

Reflect – step back and think about the situation. Clarify your concerns and feelings, Ask yourself...What specifically concerns me about this situation (be concrete).

> Why does this situation affect me the way it does?
> Do I have suspicions about the other person(s)?

Schedule – be sure it is a mutually convenient time and place to talk.

Motivate – state your intention for a positive resolution.

WHEN YOU SPEAK:

Acknowledge – keep a sense of balance by making sure your listener is a real part of the conversation (aim for 50-50 time sharing)

Explain – describe your own feelings and needs

Be specific – describe particular rather than stating generalizations

BEHAVIOR TO AVOID AS A SPEAKER:

Do no blame.

Do not accuse – do not tell another person what you think his or her motivations and intentions are.

Do not characterise – do not describe someone else's personality. "Oh, he is just a..."
Do not generalise – avoid using "always or "never".

"I" MESSAGES

An "**I**" message is a way of communicating that lowers the level of escalation and tension.

A "**YOU**" message usually raises the level of pressure and tension. These messages usually blame, accuse, threaten, order, pull-down or make the other person feel guilty.

An "**I**" message has three parts:

- When (specific behaviour)...
- I feel (specific feeling)...
- Because (tangible effect)

Each part plays an important role when we attempt to communicate our concerns and/or influence another person's behaviour.

The "**WHEN**" element helps separate the person from the problem. This is extremely important for keeping the discussion in a problem-solving rather than attacking mode. It informs the other person of the specific behaviour that is problematic for you and enables you to discuss the issues at Level 1 terms of "Conflict Escalation and Change".

The "**I FEEL**" component is important because the speaker is taking responsibility for his/her feelings, indicating trust in the listener, and clarifying his/her feelings.

The "**BECAUSE**" is most often missed but is crucial when trying to deal with a conflict. The "because" part of the message pushes the speaker to look inside to clearly define what it is that disturbs her or him about the situation. It also allows the speaker to more easily understand and communicate **interest** rather than **position**.

Example: Instead of saying – "You make me so mad!" or "You're so irresponsible!"

Say – "**When** you arrive late, I feel frustrated because I find it difficult to make last minute plans for the evening."

I MESSAGE EXERCISE

Please respond to the following situation with an "**I message**" or change the statement from a "**You message**" to an "I message". You can choose to use the format outlined on the previous page or some other form. Remember, however, to take responsibility for your feelings and to include both the specific behaviour and the effect.

1. Your son John does not enjoy chores. It seems like you are constantly reminding him to do them. You have not asked John to do much but feel that it is important for him to do one or two things around the house. After school you again reminding him to do his chores and stated very clearly that they were to be done before he watched TV. You left for the evening and when you got home, John was watching TV and the chores were still not done. You are angry and decide to talk to John. You say (with an "I" message)...

2. You feel that you are asked to do far too many things around the office. Whenever something needs to be done that doesn't fit into a job description, it ends up on your desk. You have a hard time saying no, so you agree to do it.

Now, at the end of the day Joan has come up to your desk and asked you to do something that she could have just easily done herself. You respond (with and "I" message)

3. A friend has approached you and is in the process if dumping her problem with a mutual friend on you. This is not the first time she has attempted to tie you into problems that are not yours. You value your friend and want to support her, but you are upset that she tries to entangle you in her problems and then make you responsible. You say (with an "I" message)...

4. "You're not pulling your fair share of the load around here." (Provide your own context and convert to an "I" message"

5. "You never take what I say seriously." (Provide your own context and convert to an "I" message)
NEGOTIATION SKILLS

THE S.W.A.T. MODEL FOR NEGOTIATING

S	=	<u>**S**ay "no" to unsafe behaviour</u> Refuse the behaviour in a positive and assertive way
W	=	<u>Be prepared to explain **W**hy you want to be safe</u> Provide a good explanation as to why you want to be safe. Explaining why helps your partner hear and understand your real concerns and prevent him/her from reacting in a negative way.
A	=	<u>Provide **A**lternatives</u> Providing safe alternatives and other strategies shows that you still want to be intimate and have a relationship with this person.
T	=	<u>**T**alk to it</u> Talking openly about each other's feelings helps the relationship grow and eases any tensions that may have developed.

(Adaptation from "Be proud! Be responsible! Strategies to empower youth to reduce their risk for AIDS.")

REFUSAL SKILLS

The R.E.A.L. strategies

Research evidence has revealed four strategies used successfully by adolescents to resist offers of substance use without becoming social outcasts. These strategies form the acronym R.E.A.L. These strategies are:

1. **REFUSE** – Simply saying "no" to substance use offers.

2. **EXPLAIN** – Giving more elaborate reasons for refusal (such as "I have asthma and I can't smoke anything" or "I am taking medication" or "I have decided not to drink alcohol for religious reasons."

3. **AVOID** – Avoiding situations where substances may be used and offered. (For example, deciding not to attend a party where young people will be drinking).

4. **LEAVE** – Leaving situations where substances are used and offered.

(For example, leaving a party when alcohol is being passed around, or leaving the toilet areas when others begin smoking.

(Adapted from "Keepin' It REAL" website, http: keepingitreal.asu.edu/Curriculum.htm.)

What is a Myth?

•   Myths address key issues that are relevant to a particular society, they provide norms of behaviour and reasons for these norms.

•   Myths are told as entertainment at an early age, and they have great subconscious impact

•   We don't usually analyse myths for their meaning and people are surprised to discover the full implications behind the myth.

RISKS AND MYTHS ASSOCIATED WITH RISKY SEXUAL BEHAVIOUR

	MYTH	FACT
1.	A girl cannot get pregnant the first time she has sexual intercourse	You CAN get pregnant the first time. In fact, many girls DO get pregnant the first time.
2.	Sexual intercourse is really the best way to express your love and affection for someone	NO. There are different ways of expressing love besides having sex.
3.	A girl cannot get pregnant if the boy ejaculates outside of the vagina	Even before he comes (ejaculates), a boy's penis leaks semen that contains thousands of sperms.
4.	You cannot get pregnant if you have sex while standing	This does NOT prevent pregnancy
5.	If you shower immediately after having sex you reduce the risk of getting pregnant	This activity does NOT prevent pregnancy
6.	A girl cannot get pregnant while on her period	WRONG AGAIN! Although it is less likely, it is still possible
7.	STD can be cured if the man with an STD has sex with a virgin girl	No, it will not cure him but he could PASS ON THE INFECTION to the girl
8.	You can tell if a person has HIV/STD just by looking at him/her	NO. Most people look very healthy
9.	Once a boy gets an erection he must have sex or it will be harmful to him	NO. The erection will subside without causing harm
10.	All teens/young persons are having sex these days	NO. Many are choosing ABSTINENCE

ASSERTIVENESS

What is assertiveness?
Assertiveness is the ability/skill to honestly express your opinions, feelings, attitudes and rights, without undue anxiety, in a way that does NOT infringe on the rights of others.

Where does non-assertive behaviour come from?
Many of us are taught that we should always please and or defer to others; that it is not nice to consider our own needs above those of others; or that we should not "make waves", that if someone says or does something that we don't like, we should just be quiet and try to stay away from that person in the future. Non-assertive behaviour can expose us to health risks.

Why is it important to know how to be assertive?

If you don't know how to be assertive, you might experience

- **Depression** – Anger turned inwards; a sense of being helpless, hopeless, or of having no control over your life.
- **Resentment** – Anger at others for manipulating or taking advantage of you.
- **Frustration** – Anger at not being in control.
- **Temper/violence** – lashing out at others because of inability to manage anger that is building up.

Most people find it easier to be assertive in some situations than in others. This makes perfect sense. It is a lot easier to hold your ground with a stranger than with someone you love who might get you angry if you express your true feelings. But the more important the relationship is to you, the more important it is to be assertive. Assertive behaviours lead to increased respect from others, their willingness to see you as a person who respects him/herself, a worthwhile person, and a more loveable person.

Is assertiveness always the best way to go?

Before making a decision to act assertively in a given situation, consider likely consequences. Some people might react negatively to it. The other person may be used to your behaviour in a certain way, and may be confused when you change your communication style. It is better to tell the other person up front what you're trying to do. It helps to choose a peaceful moment for this.

An example of an assertive communication:

"I need to tell you something and I'd like you to hear me out before you comment. I've noticed that whenever we do group work you forget to help with cleaning up. This really frustrates me. Can we clean the area together to create less stress for both of us?"

How to be effectively assertive:

- Use assertive body language. Face the other person, stand or sit straight, don't use dismissive gestures, be sure you have a pleasant, but serious facial expression and keep your voice calm and soft, not whiney or abrasive.

- Use statements. Keep the focus on the problem you're having, not on accusing or blaming the other person. "I'd like to be able to tell my stories without interruption." Instead of "You're always interrupting my stories!"

- Use facts, not judgments. "Your punctuation needs work and your formatting is inconsistent" instead of "This sloppy work." Or "Did you know that shirt has some spots?" instead of "You're not going out looking like THAT, are you?"

- Express ownership of your thoughts, feeling, and opinions. "I get angry when he breaks his promises" instead of "He makes me angry." Or "I believe the best policy is to..." instead "The only sensible thing is to..."

- Make clear, direct, requests. Don't invite the person to say no. "Will you please...?" instead of "Would you mind...?"

Some Final Points Try making assertiveness a habit. People can sense it when you respect yourself, and they will treat you with respect. This is the ultimate goal of assertive communication.

4. Life skills made specific to major health topics

HEALTH TOPICS	COMMUNICATION AND INTERPERSONAL SKILLS	DECISION-MAKING AND CRITICAL THINKING SKILLS	COPING AND SELF-MANAGEMENT SKILLS
ALCOHOL, TOBACCO, AND OTHER DRUGS	• **Communicating Skills:** Students can observe and practice ways to: - inform others of negative health and social consequences and personal reasons for refraining from alcohol, tobacco, and drug use - ask parents not to smoke in the car when their child/children is/are with them • **Empathy skills:** Students can observe and practice ways to: - listen to and show understanding of the reasons a friend may choose to use drugs	• **Decision-making Skills:** Students can observe ways to: gather information about consequences of alcohol and tobacco use weigh the - consequences against common reasons young people give for using alcohol or - tobacco identify their own reasons for not using alcohol or other drugs and - explain those reasons to others suggest a decision to drink non- alcoholic beverages at a party where alcohol is - served make and sustain a decision to stop using tobacco or other drugs and seek help to do so	• **Skills for Managing Stress:** Students can observe and practice ways to: - analyse what contributes to stress - reduce stress through activities such as exercise, meditation, and time management - make friends with people who provide support and relaxation

	- suggest alternatives in an appealing and convincing manner • **Advocacy skills:** - Students can observe and practice ways to: persuade the headmaster to adopt and enforce a policy for tobacco-free schools - generate local support for tobacco-free schools and public buildings	• **Critical thinking skills:** Students can observe and practice ways to: analyse advertisements directed toward young people to use tobacco and see how they are playing upon the need to seem "cool," appeal to girls, or be attractive to boys	

Life skills made specific to major health topics (continued)

HEALTH TOPICS	COMMUNICATION AND INTERPERSONAL SKILLS	DECISION-MAKING AND CRITICAL THINKING SKILLS	COPING AND SELF-MANAGEMENT SKILLS
ALCOHOL, TOBACCO, AND OTHER DRUGS	• **Communicating Skills:** Students can observe and practice ways to: - inform others of negative health and social consequences and personal reasons for refraining from alcohol, tobacco, and drug use - ask parents not to smoke in the car when their child/children is/are with them • **Empathy skills:** Students can observe and practice ways to: - Listen to and show understanding of the	• **Decision-making Skills:** Students can observe ways to: gather information about consequences of alcohol and tobacco use weigh the consequences against common reasons young people give for using alcohol or tobacco identify their own reasons for not using alcohol or other drugs and explain those reasons to others suggest a decision to drink non- alcoholic beverages at a party where alcohol is served make and sustain a decision to stop using	

	reasons a friend may choose to use drugs suggest alternatives in an appealing and convincing manner	tobacco or other drugs and seek help to do so	
	-		
	Advocacy skills: Students can observe and practice ways to: persuade the headmaster to adopt and enforce a policy for tobacco-free schools generate local support for tobacco-free schools and public buildings	- **Critical thinking skills:** Students can observe and practice ways to: analyse advertisements directed toward young people to use tobacco and see how they are playing upon the need to seem "cool," appeal to girls, or be attractive to boys	

Life skills made specific to major health topics (continued)

HEALTH TOPICS	COMMUNICATION AND INTERPERSONAL SKILLS	DECISION-MAKING AND CRITICAL THINKING SKILLS	COPING AND SELF-MANAGEMENT SKILLS

		develop counter messages that include the cost of buying cigarettes and how else that money could be used - assess how tobacco use takes advantage of poor people - analyse what may be driving them to use substances and aim to find a healthy alternative	
	• **Negotiation/Refusal Skills:** Students can observe and practice ways to: - resist a friend's repeated request to chew or smoke tobacco, without losing face or friends • **Interpersonal skills:** Students can observe and practice ways to: - support persons who are trying to stop using tobacco and other drugs - express constructive positive intolerance for a friend's use of substances. *"It is not okay for you to do that..."*		
HEALTHY NUTRITION	• **Communication Skills:** Students can observe and practice ways to: - persuade parents and friends to make healthy food and menu choices • Refusal Skills: Students can observe and practice ways to: - counter social pressures to adopt unhealthy eating practices	• **Decision-making Skills:** Students can observe and practice ways to: - choose nutritious foods and snacks over those less nutritious - convincingly demonstrate an understanding of the consequences of unbalanced nutrition (deficiency diseases)	• **Self-awareness and Self-management Skills:** Students can observe and practice ways to: - recognize links between eating disorders and psychological and emotional factors - identify personal preferences among nutritious foods snacks develop healthy body image

Life skills made specific to major health topics (continued)

HEALTH TOPICS	COMMUNICATION AND INTERPERSONAL SKILLS	DECISION-MAKING AND CRITICAL THINKING SKILLS	COPING AND SELF-MANAGEMENT SKILLS
	• **Advocacy Skills:** Students can observe and practice ways to: - present messages of healthy nutrition to others through posters, ads, performances, teachers, and local physicians to provide healthy foods in the school environment	• **Critical Thinking Skills:** Students can observe and practice ways to: - evaluate nutrition claims from advertisement and nutrition-related news stories	
SEXUAL AND REPRODUCTIVE HEALTH AND HIV/AIDS PREVENTION	• **Communication Skills:** Students can observe and practice ways to: - effectively express a desire to not have sex - influence others to abstain from sex or practice safe sex using condoms if they cannot	• **Decision-making Skills:** Students can observe and practice ways to: - seek and find reliable sources of information about human anatomy; puberty; conception and pregnancy;	• **Stress:** Students can observe and practice ways to: - seek services for help with reproductive and sexual health issues, e.g., contraception, condoms to
	- be influenced to abstain demonstrate support for the prevention of discrimination related to HIV/AIDS • **Advocacy Skills:** Students can observe and practice ways to: - present arguments for access to sexual and reproductive health information, services, and counseling for young people	- STIs, HIV/AIDS, and local prevalence rates; and available methods of contraception analyse a variety of potential situations for sexual interaction and determine a variety of actions they may take and consequences of such actions	prevent HIV or unplanned pregnancy, sexual abuse, exploitation, discrimination, (gender-based) violence, or other emotional trauma

Life skills made specific to major health topics (continued)

HEALTH TOPICS	COMMUNICATION AND INTERPERSONAL SKILLS	DECISION-MAKING AND CRITICAL THINKING SKILLS	COPING AND SELF-MANAGEMENT SKILLS
	• **Negotiation/Refusal Skills:** Students can observe and practice ways to: - refuse sexual intercourse or negotiate the use of condoms • **Interpersonal Skills:** Students can observe and practice ways to: - state show interest and listen actively to others - be caring and compassionate, including when interacting with someone who is infected with HIV	• **Critical Thinking Skills:** Students can observe and practice ways to: - analyse myths and misconceptions about HIV/AIDS, contraceptives, gender roles, and body image that are perpetuated by the media - analyse socialcultural influences regarding sexual behaviours	• **Skills for Increasing Personal Confidence and Abilities to Assume Control, Take Responsibility Make a Difference, or Bring About Change:** Students can observe and practice ways to: - assert personal values when encountering peer and other pressures
VIOLENCE PREVENTION OR PEACE EDUCATION	- **Communication Skills:** Students can observe and practice ways to: state their position clearly and calmly, without blaming - - **Negotiation Skills:** Students can observe and practice ways to: intervene and discourage others from conflict before it escalates	- **Decision-making Skills:** Students can observe and practice ways to: understand the roles of aggressor, victim, and bystander - - **Critical Thinking Skills:** Students can observe and practice ways to: identify and avoid situations of conflict	- **Stress for Managing Stress:** Students can observe and practice ways to: - identify and implement peaceful ways of resolving conflict resist pressure from peers and adults to engage in violent behaviour -

Life skills made specific to major health topics (continued)

HEALTH TOPICS	COMMUNICATION AND INTERPERSONAL SKILLS	DECISION-MAKING AND CRITICAL THINKING SKILLS	COPING AND SELF-MANAGEMENT SKILLS
	• **Advocacy Skills:** Students can observe and practice ways to: - get involved in community activities that promote nonviolent behaviour - join, support, and inform others about non-violent activities and organisations - advocate for programmes to buy back weapons or create weapon free zones - discourage viewing violent television movies and video games	- evaluate both violent and nonviolent solutions that appear to be successful as depicted in the media - analyse their own stereo types, beliefs, and attributions that support violence - help reduce prejudice and increase tolerance for diversity	