



MINISTRY OF EDUCATION HEALTH AND FAMILY LIFE EDUCATION

GRADE 1 CURRICULUM GUIDE



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Foreword

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

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

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

Olato Sam

Chief Education Officer

INTRODUCTION

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

What is Health and Family Life Education?

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

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

Why Health and Family Life Education?

There is the perception, that traditional curricula do not ensure that children and youth achieve their full potential as citizens. In addition, increasing social pressures are impacting on young persons in ways that make teaching a challenge. Children are more disruptive, are more likely to question authority, and see little relevance of schooling that fails to adequately prepare them for their various life roles. The paradox is that schools are now seen as key agencies to redress some of these very issues Health and Family Life Education, then, is a Curriculum Initiative that not only reinforces the connection between health and education, but also uses a holistic approach within a planned and coordinated framework. It is, perceived as a viable way to bridge existing gaps to enable young persons to attain the high level of Educational Achievement and productivity required in the 21st century. (UNICEF/CARICOM1999).

Ethical Guidelines for the Delivery of Health and Family Life Education

The Content of Health and Family Life Education

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

The four thematic areas are as follows:

- Self and Interpersonal Relationships
- Sexuality and Sexual Health
- Appropriate Eating and Fitness

- Managing the Environment

What are Life Skills?

Life skills are defined by the World Health Organisation (WHO) as, “the abilities that enable one to adopt positive behaviours that allow one to deal effectively with the demands and challenges of everyday life”. The concept of life skills is based on the assumption that there are a set of life roles that each person needs to fulfil. Lifeskills can be classified in various ways. The approach adopted in the development of the revised Scope and Sequence classifies Life Skills as: (i) Social and Interpersonal skills (ii) Cognitive skills and (iii) Emotional Coping skills. A few examples of each category of skills are shown below.

- Social and interpersonal skills include, communication, refusal, assertiveness and empathy skills
- Cognitive skills include, decision-making, critical thinking, self-evaluation
- Emotional coping skills include, stress management skills, self awareness, skill for increasing internal locus of control.

Another way of categorising life skills (WHO) is as follows:

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

Why Teach Life Skills In School?

From research, one discovers that behaviours and skills are learnt more easily when an individual is young (Glanz et al, 1997). One can say there is some truth to the adage: “*You can’t teach an old dog new tricks*”. We also have evidence that an individual needs information in order to develop or change a behaviour, but that information alone is not sufficient to ensure development of or change in the behaviour. In addition the individual needs skills as well as opportunities and an environment that allows him/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 introduce skills and to ensure, through interaction with and involvement of parents, that these skills are reinforced at home.

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

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

Life Skills Methodology In The Classroom/Participatory

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

- role play
- games/simulation
- resource persons/experts
- surveys/interviews
- journals/logs/portfolios
- community/school projects
- dance/drama/art/music
- story telling
- case studies/scenarios
- panel discussions/debates
- field visits/observations
- media
- group work/discussions

Notes for the Teacher – Tips on Teaching Curriculum Guide

- This Curriculum Guide is ACTIVITY focused. The activities are used to make learning fun, but are also intended to help children learn the skills, attitude and information in ways that enhance learning.
- The Curriculum Guide is organised into Units and Lessons. It is important to note that often, more than one class session would be needed to complete a lesson.
- You may not be able to cover all the lessons, for the respective grades in the school year. Feel free to select those that will be more relevant and beneficial to the group. Always consider the HFLE programme Vision and Mission as you make the selection of the lessons. Be sure to focus on the objectives of HFLE.

The suggested content and activities for the Sexuality and Sexual Health theme are designed to help students in Grades 1-6 acquire knowledge about sexuality, but more so to develop positive attitudes and helpful skills that enable healthy sexual growth and development. The focus will be to develop coping skills – especially self awareness and self management, social skills (communication, interpersonal, assertiveness and refusal) and to a lesser extent cognitive skills. As you prepare to teach the units under that theme, remember, students are coming from different backgrounds with different value systems relating to sexuality and sexual behaviour. These value systems may be different from your own. Special sensitivity is required especially in your choice of resource materials and persons. Resource materials should be age-appropriate and relevant. Resource persons should be competent and comfortable with their own sexuality.

- It is essential that teachers are aware of their sexuality and be willing to discuss sexual issues honestly with grade-appropriate openness.
- Disclosures that are made in the classroom should be treated with respect and confidentially. Each class should be adequately prepared to deal with such confidentiality.

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

- Highlight issues that are of importance to the community. If there is a rodent problem – focus the lesson on rats and rodent eradication. You can include, for example, protecting food in situations where rodent infestation is a problem. Similarly, if dumping of household garbage/refuse in canals/trenches/drains and rivers is the problem highlighted. Open burning of garbage is a problem for air pollution and affects the health of individuals with breathing/respiratory problems so spend time on that issue. If the community/village is an agricultural community, be sure to include discussion of the safe use of pesticides and fertilizers. We have included issues associated with swamps. Be sure to make the appropriate links to the Science Curriculum.
- Infuse elements of this Environment section with Science and personal hygiene lessons.

THEME: SELF AND INTERPERSONAL RELATIONSHIPS

Unit 1: Myself

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

1. Demonstrate positive attitude toward self.
2. Demonstrate an understanding of other people’s feelings.
3. Listen to and talk to other people.

Lesson 1: I like myself

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

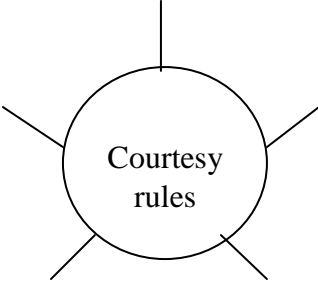
Cognitive: Critical thinking

Coping: Self-awareness, self-management

| Objectives | Content | Activities/Strategies | Materials | Evaluation |
|---|--|---|---|---|
| <p>Pupils should be able to:</p> <ul style="list-style-type: none"> • Describe themselves positively. • Demonstrate love of self. | <p>Self concept and self esteem Loving who I am – I am a wonderful person.</p> <p>Self acceptance We learn to like other people who have different traits from ours.</p> <p>We learn to like other people who are from different ethnic groups e.g. <ul style="list-style-type: none"> · Amerindians · Chinese · Africans · East Indians </p> | <p>Teacher asks questions e.g. What do you like most about yourself? Teacher tells/reads scenario In groups, pupils share what the scenario means and the lessons learned.</p> <p>Pupils sing Song: <i>“I am a promise/I am a possibility”</i> and share in groups what the song means. Say, Write one/two words to describe self e.g. pretty, nice, loving. Describe one positive feeling of self.</p> <p>How can I show that I like others e.g. talk, play.</p> | <p>Activity Guide – Grade 1</p> <p>Critical thinking Life Skill Poster.</p> | <p>Identify ideas and feelings about self.</p> <p>Lessons learned about self acceptance.</p> <ul style="list-style-type: none"> · Draw picture of self and label. · Draw picture of yourself with others. |

THEME: SELF AND INTERPERSONAL RELATIONSHIPS

Lesson 3: **Listening and talking to each other**
Life Skills: *Social:* Communication, Respecting others
Coping: Self-awareness, Self-management

| Objectives | Content | Activities/Strategies | Materials | Evaluation |
|--|--|--|--|--|
| <p>Pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Demonstrate good listening skills. Listen to a speaker without interrupting. ▪ Follow instructions. ▪ Take messages to others. ▪ Demonstrate how to communicate with others (with & without words). ▪ Use rules of courtesy in daily interactions (please, excuse me). Thank you, May I, Good afternoon, Good morning | <p>Effective communication is essential for healthy relationships. Facilitating good communication:</p> <ul style="list-style-type: none"> ▪ Listen to each other ▪ Do not all speak at once ▪ Ask the speaker to repeat what he/she said if you did not hear ▪ If you do not understand, say so <p>Using kind words is important “I care” language; be willing to apologise; be able to compromise.</p> | <p>Pupils play Chain Message Game. At the end of the game they compare the first message and the last message and talk about why the message has changed. ‘Babel’ game – The teacher: Instructs everyone to speak at once. STOP. Have half the class speaking at once. STOP. The other half of the class speak at once. STOP. The pupils discuss the differences between how much they hear and understand when everyone speaks and when only one person speaks.</p> <p>Role play an interview or talk show to show how individuals interrupt each other. Afterwards pupils discuss polite ways of interrupting each other.</p> | <p>Activity Guide – Grade 1</p> <p>Communication Life Skill Poster.</p> <p>Self-awareness Life Skill Poster.</p> | <ul style="list-style-type: none"> - Role play activities Demonstrate/Practice courtesy rules. - Complete the web. <div style="text-align: center;">  <p style="text-align: center;">Courtesy rules</p> </div> <p>Pupils demonstrate effective listening skills during class.</p> <p>Pupils use “I care language” in role plays, e.g. “You are special, You are important to me”.</p> |

THEME: SELF AND INTERPERSONAL RELATIONSHIPS

Unit 2: *Relationship*

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

1. Demonstrate an understanding of how differences make us special.
2. Express positive attitudes toward meeting and interacting with persons who are different.
3. Demonstrate positive attitudes toward making and keeping friends.

Lesson 1: Embracing diversity

Life Skills: *Social:* Communication

Cognitive: Decision-making

Coping: Self-awareness, Self-management

| Objectives | Content | Activities/Strategies | Materials | Evaluation |
|--|--|---|--|---|
| <p>Pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Identify one feature about a classmate that makes him/her special. ▪ Demonstrate that they understand and accept the differences between themselves and others. ▪ Use positive words to describe how they feel about three classmates. ▪ Demonstrate respect or appreciation of the differences of others. | <p>Our differences make us special and unique.</p> <p>It is good to be different and it is good to be alike.</p> <p>Different ethnic groups live in Guyana.</p> <p>We can learn to live happily together eg: One People, One Nation, One Destiny. (Motto)</p> | <p>Pair pupils together taking into consideration gender, height, ethnicity and size. Have each partner identify one thing that is similar or different about the other, which makes him/her special. The pupils tell their partners what this is.</p> <p>Observe pictures and list differences then state how they feel about these differences.</p> <p>Have the children listen to the story <i>Tiger and Leopard learn something new</i>. Pupils break into small groups and discuss what the story means to them.</p> | <p>Activity Guide – Grade 1 Decision-making Life Skill Poster.</p> <p>Photographs/Pictures - pupils of different ethnic groups, religious etc.</p> | <p>Pupils use positive words to express how they feel about classmates.</p> <p>Pupils understand why being different is fine.</p> |

THEME: SELF AND INTERPERSONAL RELATIONSHIP

Lesson 2: Friends
Life Skills: *Social:* Communication
Cognitive: Decision-making
Coping: Self-management

| Objectives | Content | Activities/Strategies | Materials | Evaluation |
|--|--|--|---|--|
| <p>Pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Describe what they understand by the term “friendship”. ▪ List three qualities of a good friend. ▪ Assess the quality of friendships based on criteria provided. ▪ Demonstrate ways of making and keeping friends. | <p>Qualities of friends Friends are polite, kind, fair and willing to share. Friends respect each other. Friends care about each other. Friends help each other.</p> <p>Benefits of friendships We make our class and our school better and safer when we act in friendly ways and show respect for ourselves and for each other.</p> | <p>In small groups, pupils discuss friendly behaviours, and the effect of each on friends.</p> <p>Pupils play a game in which they demonstrate and name friendly and unfriendly behaviours, and see how others react.</p> <p>Pupils model respectful and kind behaviours. Pupils should role play showing how to: respect others; be friendly.</p> | <p>Activity Guide – Grade 1 Decision-making Life Skill Poster.</p> | <p>Prepare a chart showing qualities of a good friend.</p> <p>Pupils demonstrate, through role plays and discussion, an understanding of friendship and how to choose friends.</p> |

THEME: SELF AND INTERPERSONAL RELATIONSHIPS

Lesson 3: Dealing with conflicts
Life Skills: *Social:* Communication
Cognitive: Conflict management
Coping: Self-management

| Objectives | Content | Activities/Strategies | Materials | Evaluation |
|--|--|--|--|--|
| <p>Pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Explain conflict. ▪ Demonstrate at least one method of avoiding conflict. - select pictures dealing with conflicts. | <p>What is conflict? Conflict is a disagreement in which individuals perceive a threat to their needs, interests or concerns.</p> <p>Making peace Solving conflicts: sharing, taking turns, saying “sorry”.</p> <p>It is better to make peace than to fight.</p> | <p>Read the story called ‘<i>My Beautiful Doll</i>’. In small groups, Pupils discuss what they understand by conflict, how it makes them feel and how to avoid it.</p> <p>Pupils role play situations where conflicts arise and show how they would resolve them.</p> <p>Using “I” statement to resolve conflict.</p> <p>Pupils draw pictures to show peace Learn song: <i>Put peace in your Heart</i> (PALS).</p> <p>Practice/Recite rhymes/poems Categorise pictures into 2 groups e.g. Peaceful and Non-peaceful.</p> | <p>Activity Guide – Grade 1</p> <p>Pictures depicting peaceful and violent acts.</p> <p>Communication Life Skill Poster.</p> <p>Conflict Resolution Life Skill Poster.</p> | <p>Assess ability to identify at least two ways in which conflict may arise.</p> <p>Assess pupil’s ability to demonstrate the use of “<i>walking away is okay</i>” principle.</p> <p>Using the “I” statement to resolve conflict.</p> <p>Categorise pictures into groups – conflict.</p> |

THEME: SEXUALITY AND SEXUAL HEALTH

Unit 1: Exploring the concept of human sexuality

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

1. Demonstrate that they understand that growing up is a process that takes time.
2. Articulate gender differences.
3. Understand good touches and bad touches.

Unit 1: Human sexuality

Lesson 1: Exploring Gender concepts

Life Skills: *Social:* Communication

Cognitive: Critical thinking

Coping: Self-awareness

| Objectives | Content | Activities/Strategies | Materials | Evaluation |
|---|---|--|---|--|
| <p>Pupils should be able to:</p> <ul style="list-style-type: none"> ▪ State why they like being who they are, as a boy/girl. ▪ Express their feelings about themselves. | <p>Boys and girls are different</p> <p>I like being a girl/boy.</p> <p>I am special, with special talents.</p> | <p>In small groups according to gender, pupils discuss what is special about being a boy/girl and how they feel about being a boy/girl.</p> <p>In groups share how girls and boys do things differently.</p> <p>Teacher reads story the <i>Secret Striker</i> and pupils discuss similarities in boys and girls.</p> | <p>Activity Guide – Grade 1</p> <p>Communication Life Skill Poster.</p> <p>Critical thinking Life Skill Poster.</p> <p><u>Secret Striker – Caribbean HIV/AIDS Readers Level 1</u></p> | <p>Assess discussions among the boys/girls.</p> <p>Draw pictures.</p> <p>Assess the discussions among the girls.</p> <p>Evaluate their frankness and self concept.</p> |

THEME: SEXUALITY AND SEXUAL HEALTH

Lesson 2: What are the body parts and functions?

Life Skills:

Social: Communication

Cognitive: Critical thinking

Coping: Self-awareness

| Objectives | Content | Activities/Strategies | Materials | Evaluation |
|---|--|--|---|--|
| <p>Pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Tell the correct names for external parts of the sexual organs. ▪ Give the names of other body parts and their functions. | <p>Parts of the body Boys and girls have different parts in their bodies – these make them unique. Use the correct names for private parts and their functions (penis, vagina, anus).</p> <p>Men and women are different Men and women have other characteristics and traits that make them look different (beards, testicles, womb, breasts).</p> | <p>In groups, pupils will use the charts <i>My Body-Girl and My Body-Boy</i> to name and use the correct names of private parts.</p> <p>In small groups discuss the correct names of the functions of parts of the body and how they feel about the different parts of their body.</p> | <p>Activity Guide – Grade 1</p> <p>Pictures of boys and girls. Dolls of both genders.</p> <p>Critical thinking Life Skill Poster.</p> | <p>Pupils are able to use the correct language to describe body parts and functions.</p> |

THEME: SEXUALITY AND SEXUAL HEALTH

Lesson 3: What do boys do and like? What do girls do and like?

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

| Objectives | Content | Activities/Strategies | Materials | Evaluation |
|---|--|---|---|---|
| <p>Pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Describe at least two differences in behaviour between boys and girls. ▪ Describe at least three things/games that both boys and girls can do together. | <p>Boys and girls often behave differently.</p> <p>There are many games which can be played by both boys and girls. e.g. football, cricket, riding bicycle.</p> <p>Boys and girls can do the same jobs at home and at school. e.g. wash dishes, tidy beds, cooking etc.</p> | <p>In small groups, boys and girls share their feelings about their favourite games. Later they discuss other things boys and girls enjoy.</p> <p>Questioning</p> <ul style="list-style-type: none"> ✓ What do boys and girls like to do? ✓ Why do boys and girls often enjoy different things? | <p>Activity Guide – Grade 1</p> <p>Critical thinking Life Skill Poster.</p> | <p>Pupils identify activities that both boys and girls can do.</p> <p>- State orally two different behaviours between boys and girls.</p> |

THEME: SEXUALITY AND SEXUAL HEALTH

Unit 2

HIV and AIDS

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

1. Understand how HIV is transmitted.
2. State the precautions in case of an accident with blood.
3. Demonstrate how to show love to an HIV+ classmate.

Lesson 1: HIV and AIDS

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

| Objectives | Content | Activities/Strategies | Materials | Evaluation |
|---|--|---|---|--|
| <p>Pupils should be able to:</p> <ul style="list-style-type: none"> ▪ State at least three ways which HIV cannot be contracted. ▪ State how to help children who are bleeding. ▪ Demonstrate at least two ways in which we can show love to children living with HIV and AIDS. | <p>HIV and AIDS Human Immunodeficiency Virus (HIV). Acquired Immune Deficiency Syndrome (AIDS). Some illnesses/diseases (e.g. cold, sore throat, HIV are caused by things called viruses which you cannot see.</p> <p>HIV can make you very sick and can even kill children and adults You can take precautions against getting this disease e.g. by being careful of cuts and accident wounds that are bleeding.</p> <p>We need to show love to persons with HIV or any other life-threatening illness.</p> | <p>Teacher reads Scenario and pupils answer questions Using chart ‘You can’t catch HIV by ...’ pupils in groups note ways in which we cannot get HIV.</p> <p>Role play precautions involving accidents where there is blood.</p> <p>Sing song “HIV, HIV”</p> | <p>Activity Guide – Grade 1</p> <p><u>Little Big Voice – Caribbean HIV and AIDS Readers Level 1</u></p> <p>Critical thinking Life Skill Poster.</p> | <p>Pupils list how they can’t contract HIV.</p> <p>Pupils know how to behave in the event of an accident with blood.</p> <p>Pupils role play saying kind things about pupils who are HIV positive.</p> |

THEME: SEXUALITY AND SEXUAL HEALTH

Unit 3: *Good Touch, Bad Touch*

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

1. Identify what is a good touch.
2. Identify what is a bad touch.
3. Be able to recognize when they need help.

Lesson 1: Protecting myself at school and at home

Life Skills:

Social: Communication

Cognitive: Decision making

Coping: Self-awareness, Self-evaluation

| Objectives | Content | Activities/Strategies | Materials | Evaluation |
|---|--|--|---|---|
| <p>Pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Describe actions they can take to protect themselves in different situations. ▪ Recognize that they should not be asked to keep secrets. ▪ Recognize good and bad touches. | <p>Taking care of myself We need to know how to protect ourselves. It is not OK for other persons to touch my private parts, even if that person is a family member (uncle, brother, father). Say “NO – STOP” & run away.</p> <p>Secrets are not good Children are generally happy and should not be made to feel bad, or lie, or keep secrets for adults.</p> | <p>In small groups, pupils discuss keeping secrets and lying when adults offer them rewards.</p> <p>Teacher uses ‘Tell Scheme Poster’ or ‘Be Safe’ to stimulate discussion</p> <p>Pupils identify situations when a family member or friend touches them in ways that make them feel uncomfortable or offers them rewards for keeping secrets.</p> <p>Teacher tells a story about a person offering a pupil a gift for keeping a secret. Teacher reads the story ‘The Secret’ Sing song “My Private Square”.</p> | <p>Activity Guide – Grade 1</p> <p>“Tell Scheme “Stimulus Poster or “Be Safe”.</p> <p><u>The Secret – Caribbean HIV & AIDS Reader Level 1.</u></p> <p>Decision making Life Skill Poster</p> | <p>Draw pictures of good touches.</p> <p>Evaluate orally short scenarios of good or bad touch.</p> <p>Evaluate stories about a person offering a reward for keeping a secret.</p> |

THEME: SEXUALITY AND SEXUAL HEALTH

Lesson 2: Where can I get help?
Life Skills: *Social: Communication*
Cognitive: Problem solving, Decision making
Coping: Self-awareness, Self-evaluation

| Objectives | Content | Activities/Strategies | Materials | Evaluation |
|---|---|--|---|--|
| <p>Pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Recognize when they are in need of adult help and supervision. ▪ Demonstrate knowledge of at least one source of health information in their community/school (teacher/school nurse/guidance counsellor). | <p>Sometimes I need help:</p> <p>I don't feel well. I don't feel good about an event or situation. I don't know where I am.</p> <p>There are places I can go to get help: It is good to ask the right person for help at my school, church, or the clinic.</p> | <p>Pupils work together to research and create a directory of persons to contact in case of illness and other problem situations. Make a class chart.</p> <p>In small groups, pupils discuss what they would do if they were lost. Pupils repeat their full names, parents' names, addresses and phone numbers.</p> <p>Pupils talk with health care worker/professional and ask questions.</p> | <p>Activity Guide – Grade 1</p> <p>Problem solving Life Skill Poster.</p> <p>Decision making Life Skill Poster.</p> | <p>Evaluate class chart of persons to contact about health information.</p> <p>Pupils write down or recite their full-names, their parents' names, addresses and phone numbers.</p> <p>Pupils listen to stories and identify where to go for help.</p> |

THEME: APPROPRIATE EATING AND FITNESS

Unit 1: *Healthy Eating*

- General Objectives:** By the end of the unit, pupils should be able to:
1. Understand that food helps them grow and keeps them healthy.
 2. Identify different fruits and vegetables and their functions.
 3. Make healthy food choices.

Lesson 1: The foods we eat

Life Skills: *Social:* Communication
Cognitive: Research, Critical thinking
Coping:

| Objectives | Content | Activities/Strategies | Materials | Evaluation |
|--|---|---|---|--|
| <p>Pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Identify food groups & give two examples of foods in each group. ▪ Identify persons who produce & prepare foods. ▪ Suggest at least two important uses of food. | <p>Eating healthy foods</p> <p>Functions of food. Choosing healthy foods. Sources of the food we eat – imported vs. local.</p> <p>Many people help to produce the food we eat Farmers, fishermen, cooks, bakers, etc.</p> | <p>In small groups, pupils list foods they eat regularly. Discuss the functions of foods they have listed and where the foods come from through a puppet show.</p> <p>Pin Wall Chart – <i>Caribbean Food Groups</i>. The pupils discuss each type of food on the chart as well as the other foods that they eat that are imported.</p> <p>Classifying of pictures/labels by food groups. Pupils work together in groups to make a chart of the people who produce and those who prepare foods.</p> | <p>Activity Guide – Grade 1 Paper Bags, crayons (to make puppets)</p> <p>Pictures/labels of foods Cut outs – newspapers, menu charts.</p> <p>Pictures of persons who produce food. Communication Life Skill Poster.</p> <p>Critical thinking Life Skill Poster</p> | <p>Name the different food groups and give examples of foods in each group.</p> <p>Draw pictures of healthy foods. Show and Tell of healthy foods.</p> <p>- Scrap book of labels of some foods eaten.</p> <p>Name at least one person who produces food and describe his/her work.</p> <p>Create an art gallery (use classroom walls) to display pictures of persons who produce food or complete picture and word puzzles (depicting name and picture of person who produces food).</p> |

THEME: APPROPRIATE EATING AND FITNESS

Lesson 2: Choosing good things for our bodies
Life Skills: *Social:* Communication, Refusal
Cognitive: Critical thinking
Coping: Self-awareness, Self-monitoring

| Objectives | Content | Activities/Strategies | Materials | Evaluation |
|---|---|--|--|--|
| <p>Pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Differentiate between foods that are good for health and those that are not. ▪ Give two reasons why these foods are good/not good. ▪ Identify at least two items that are not good for our bodies. | <p>We need to make healthy food choices.</p> <p>Some things are not good for our bodies, e.g. illegal drugs, some medicines, chemicals, alcohol at home.</p> <p>There are ways to refuse unhealthy materials.</p> | <p>Pupils are put in two groups. One group discusses foods that are healthy and why and the other discusses foods that are unhealthy and why.</p> <p>After a few minutes, each group chooses a leader who makes a report in about two sentences.</p> <p>The class chooses two pupils-one to play the role of mother and the other a son. Pupils role play a situation where a parent offers one pupil marijuana and model the appropriate behaviour in that situation.</p> | <p>Activity Guide – Grade 1</p> <p>Pictures and Labels</p> <p>Menus from Fast Foods Outlets.</p> <p>Critical thinking Life Skill Poster.</p> <p>Refusal Life Skill Poster.</p> | <p>Pupils can name healthy foods.</p> <p>Create a folder of good and harmful foods/substances or Class display of good things for our bodies.</p> <p>Pupils can demonstrate how to say “no” to offers of unhealthy substances.</p> |

THEME: APPROPRIATE EATING AND FITNESS

Lesson 3: How much food should I eat?
Life Skills: *Social:* Communication, Refusal
Cognitive: Critical thinking
Coping: Self-awareness, Self-monitoring

| Objectives | Content | Activities/Strategies | Materials | Evaluation |
|--|--|---|--|---|
| <p>Pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Suggest the ingredients of a balanced meal for either lunch or dinner. ▪ Give two ways in which unhealthy foods can affect our bodies. ▪ Recall how much of each food should be eaten daily for healthy bodies. | <p>Making healthy food choices is important.</p> <p>Good food combinations are healthy.</p> <p>You should know the right type and quality of foods to eat for your age group.</p> <p>Too much food is not good for us.</p> | <p>Pupils look at charts about Caribbean Food Groups and Food Guide and discuss how the charts help them know how much of each food group to eat at mealtime.</p> <p>Using visuals & samples of foods.</p> <p>(i) Pupils are asked to bring in samples of different foods and measuring instruments. (ii) In small groups, related to each level of the food. (iii) Pupils show proportions of the different foods for a healthy diet.</p> <p>Is it okay to eat until you are so full, you feel sick? In the same groups above, discuss why too much of some foods is not healthy and the effects of overeating.</p> <p>Prepare a simple lunch e.g. Sandwich, salad.</p> | <p>Activity Guide – Grade 1</p> <p>Recipes for children.</p> <p>Critical thinking Life Skill Poster.</p> <p>Refusal Life Skill Poster.</p> | <p>Pupils can name three healthy foods.</p> <p>Pupils can give the ingredients of one healthy meal.</p> <p>Pupils can say one effect of overeating.</p> |

THEME: APPROPRIATE EATING AND FITNESS

Unit 2: *Keeping fit.*

- General Objectives: By the end of this unit, pupils should be able to:
1. Understand the value of exercise, sports, and games.
 2. Demonstrate interest in doing exercise.

Lesson 1: Exercise keeps the body healthy

- Life Skills:**
- Social:* Communication
 - Cognitive:* Critical thinking
 - Coping:* Self-discipline, Self-monitoring, Managing emotions, e.g. stress

| Objectives | Content | Activities/Strategies | Materials | Evaluation |
|--|---|--|--|---|
| <p>Pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Define exercise. ▪ Identify at least three types of physical exercise. ▪ Demonstrate an understanding that some activities are not healthy. ▪ Participate in 2 or 3 physical activities. | <p>What is exercise?</p> <p>Exercise is also known as physical activity and includes anything that gets you moving, such as walking, dancing, or even working in the yard.</p> <p>Exercise, sports and games are good for you Exercise makes your heart happy, your muscles strong, keeps you flexible and improves your balance.</p> <p>Some activities are not healthy e.g. watching a lot of TV or spending too much time playing computer games. These activities require little or no physical activity and can cause health problems due to the lack of exercise, eg: sight problems</p> | <p>Discuss the phrase “<i>Stick to healthy activities</i>” in small groups. Ask pupils to tell the class what they think this means. In each group demonstrate:</p> <ul style="list-style-type: none"> ✓ Aerobic activity (jumping, skipping, running, etc.) ✓ Strengthening activity ✓ Flexibility activity ✓ Balancing activity <p>Two groups discuss how much time they spend watching TV and how they feel it affects their lives. Ask each group to give two reasons why too much TV may not be good for the body.</p> <p>Two other groups discuss how to reduce the hours of TV.</p> | <p>Activity Guide – Grade 1</p> <p>Balls – Skipping rope</p> <p>Communication Life Skill Poster.</p> <p>Critical thinking Life Skill Poster.</p> | <p>Create poster highlighting healthy activities.</p> |

THEME: APPROPRIATE EATING AND FITNESS

Lesson 2: Fitness
Life Skills: *Social:* Relationship building
Cognitive: Decision making
Coping: Self-control

| Objectives | Content | Activities/Strategies | Materials | Evaluation |
|--|---|--|--|---|
| <p>Pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Understand/explain the importance of physical activity/keeping fit. ▪ Identify at least two benefits of physical exercise. ▪ Identify one physical activity they can do to keep their body healthy. | <p>Physical activity is healthy</p> <p>Exercise is important to help keep your mind and body “in shape”. “A sound mind in a healthy body”.</p> <p>Sports and games can help you to feel better, forget your problems and feel good about yourself.</p> <p>Regular physical activity as exercises, individual sports and group/team games, is important as it helps the body to increase energy, lose weight, relieve stress and makes your body strong.</p> | <p>Pupils discuss how playing games keep them healthy. Groups to discuss different schoolyard games and how they help pupils keep healthy and have fun. Include:</p> <ul style="list-style-type: none"> ▪ Ball throwing ▪ Skipping/jump rope, etc ▪ Hop Scotch ▪ Hide and seek ▪ Football <p>Ask each group to give two examples of how physical exercise can help keep the body healthy.</p> <p>Ask each pupil to select one physical activity that they can do at home or at school each day to help keep their body in good health.</p> <p>Create puppets to be used in a show emphasising the benefits of physical activity.</p> | <p>Activity Guide – Grade 1</p> <p>Decision making Life Skill Poster.</p> <ul style="list-style-type: none"> ▪ Skipping/jump rope ▪ Football ▪ Softball/rubber ball | <p>Pupils identify at least two benefits of physical exercise.</p> <p>Pupils know and observe safety rules appropriately.</p> <p>Pupils draw a scene of one physical activity, game or sport they like and put in simple caption.</p> |

THEME: MANAGING THE ENVIRONMENT

Unit 1: Interactions in our environment

- General Objective:** By the end of this unit, pupils should be able to:
1. Understand how the elements of a healthy environment interact.
 2. Identify the importance of trees to the environment.
 3. Threats to the environment.

Lesson 1: What’s an environment?

- Life Skills:**
- Social:* Communication
 - Cognitive:* Critical thinking
 - Coping:* Self-monitoring

| Objectives | Content | Activities/Strategies | Materials | Evaluation |
|---|--|---|---|---|
| <p>Pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Describe selected environments. ▪ Identify at least three elements of the environment (natural, man- made, humans). ▪ Explain the value of three of the elements of their environment. | <p>My environment is everything around me.</p> <ul style="list-style-type: none"> • Natural • Man-made • Humans <p>I have different environments – home, school, church.</p> <p>My environment is important to me.</p> | <p>Observation of Art pieces and discussion.</p> <p>Class is divided into three groups, each for a major component of the environment. The pupils walk around the class and list or draw the components of their classroom and how the parts are connected.</p> <p>Each group chooses a leader who presents the findings.</p> | <p>Activity Guide – Grade 1</p> <p>Pictures Newspaper clippings</p> <p>Communication Life Skill Poster.</p> <p>Critical thinking Life Skill Poster.</p> | <p>Create a scrap book showing the school environment.</p> <p>Evaluate the presentations.</p> |

THEME: MANAGING THE ENVIRONMENT

Lesson 2: A clean environment is a healthy environment

Life Skills: *Social:* Communication, Group participation

Cognitive: Critical thinking, Decision making

Coping: Self-monitoring, Self Awareness

| Objectives | Content | Activities/Strategies | Materials | Evaluation |
|---|---|---|--|--|
| <p>Pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Identify objects as pollutants by using their senses. ▪ Name at least three things that pollute the environment. ▪ Give two examples of ways in which clean/dirty environments affect human health (open land filled sites with empty bottles etc.). | <p>A clean environment is a healthy environment.</p> <p>Pollution (using senses to describe/define). There are different kinds of pollution: garbage, chemicals, noise, etc.</p> <p>There is a relationship between a clean environment, and your health.</p> <p>Clean rivers/trenches/drains/creeks give us healthy fish to eat. Clean homes and schools keep us healthy.</p> | <p>Pupils visit the garbage collection area of the school grounds to use their senses to understand pollution. When the pupils return to the classroom, the class is divided into three groups.</p> <p>They discuss the link between cleanliness of the garbage area and the health of the school environment. Each group to draw pictures depicting one of the following topics:</p> <ul style="list-style-type: none"> - Why are rivers/drains, streets filled with garbage? - Where does the garbage in rivers/drains go? - How can pupils help improve garbage management in school? | <p>Activity Guide – Grade 1</p> <p>Pictures Critical thinking Life Skill Poster.</p> <p>Decision making Life Skill Poster.</p> | <p>Evaluate drawings.</p> <p>Create Posters – giving tips on keeping the environment clean e.g. home or school, street, river.</p> |

THEME: MANAGING THE ENVIRONMENT

Lesson 3: Environmental Hazards

Life Skills: *Social:* Communication, Collective action
Cognitive: Critical thinking, Creative thinking
Coping: Self-monitoring

| Objectives | Content | Activities/Strategies | Materials | Evaluation |
|--|---|--|---|--|
| <p>Pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Give examples of how a fire, a flood, a hurricane or an earthquake can affect their lives. ▪ Describe ways in which fires may be caused. ▪ Respond to flood warnings and fire alarms. ▪ Give three safety precautions in respect of hazards. | <p>Natural & man-made hazards:</p> <ul style="list-style-type: none"> - causes - effect <p>Examples of natural disasters:</p> <ul style="list-style-type: none"> - storms/squalls - fires - earthquakes - floods <p>Examples of man-made hazards:</p> <ul style="list-style-type: none"> - oil spills in water - chemical usage at home/on farm - Smoking/incorrect use of fires to clear land | <p>Pupils visit the Fire Station and ask firemen questions about fire safety.</p> <p>Pupils form four groups to research each of the natural disasters, and say how these hazards may affect their homes, their environment and possibly their lives.</p> <p>Pupils listen to warnings on radio/CD.</p> <p>Pupils create a checklist of measures to prevent hazardous happenings at home.</p> <p>Pupils prepare a class scrapbook about natural disasters using pictures and newspaper clippings.</p> <p>Discuss scenario in groups.</p> | <p>Activity Guide – Grade 1</p> <p>CD player and CD</p> <p>Newspaper clipping</p> <p>Critical thinking Life Skill Poster.</p> <p>Creative thinking Life Skill Poster.</p> | <p>Evaluate discussion on effects of natural disasters.</p> <p>Create a Scrapbook/Art gallery.</p> |

THEME: MANAGING THE ENVIRONMENT

Lesson 4: Safety rules for environmental hazards
Life Skills: *Social:* Collective action, Communication
Cognitive: Decision making, Critical thinking
Coping: Self-management

| Objectives | Content | Activities/Strategies | Materials | Evaluation |
|---|--|---|---|---|
| <p>Pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Give at least two safety rules related to natural hazards/disasters. ▪ Describe how to respond to a fire alarm/ earthquake signal. ▪ Describe how to respond to hazards in the home. ▪ Identify places around the environment that can be used as shelters for natural disasters. | <p>Preventive measures & safety rules to protect against natural disasters:</p> <ul style="list-style-type: none"> - storms/squalls - fires - earthquake - floods <p>Man-made hazards:</p> <ul style="list-style-type: none"> - Safety rules for using matches, chemicals, gas & oil stoves, medicines and electricity at home. - Safety rules for road use. | <p>Discuss charts. One group will examine “<i>Are you Ready for an Earthquake</i>”? and another “<i>Flood Safety</i>”. Share how hurricanes/earthquakes affect people.</p> <p>Pupils make a list of emergency supplies for a hurricane & flood/earthquake.</p> <p>Other pupils create a checklist of preventive measures for fires.</p> <p>Invite policemen to talk to pupils about road safety. Practice Fire alarm drill behaviours, earthquake simulation behaviours and road crossing skills.</p> | <p>Activity Guide – Grade 1</p> <p>Video clips – Road safety.</p> <p>Decision making Life Skill Poster.</p> <p>Critical thinking Life Skill Poster.</p> | <p>Pupils report on conversations with parent(s)/guardians about preventing damage during floods and hurricanes.</p> <p>Tell three ways they can help their parents prepare for natural occurrences/prevent disasters.</p> <p>Pupils can give at least two safety rules for hazards (natural and man-made).</p> |

THEME: MANAGING THE ENVIRONMENT

Lesson 5: I can improve my environment!
Life Skills: *Social: Communication, Collective action*
Cognitive: Decision making

| Objectives | Content | Activities/Strategies | Materials | Evaluation |
|---|---|--|--|--|
| <p>Pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Demonstrate two actions for keeping themselves and their environment clean. ▪ Describe two effects of poor disposal of waste on human health. | <p>Awareness of personal actions towards a healthy environment Personal actions & responsibility for keeping their environments (school and home) clean.</p> <p>“I can help to keep my environment clean and healthy”.</p> | <p>Pupils make a plan to collect and beautify empty carton boxes to use as classroom garbage bins. They also develop a roster to empty bins. Pupils share in groups why a clean classroom is important, and what each person can do to keep it clean.</p> <p>Other pupils work in groups to show their schoolmates how to dispose of garbage properly, so as to improve the environment in the classroom.</p> <p>Pretend to be a Litter Policeman/City/Village Council Staff and walk around the class/school making sure pupils dispose of garbage in bins.</p> <p>Teacher reads story <u>We can Clean!</u> Sing song: Litterbug</p> <p>Each pupil decorates a box with pictures of his/her choice, and takes it home.</p> | <p>Activity Guide – Grade 1</p> <p><u>We Can Clean - Caribbean HIV and AIDS Action Readers Level 1.</u></p> <p>Decision making Life Skill Poster.</p> <p>Pictures depicting how to keep the environment.</p> | <p>Pupils describe their role as clean-up agents for the environment.</p> <p>Pupils pretend that they are attending a village meeting and give tips on keeping the environment clean.</p> <p>Evaluate pupils’ participation in clean up day for their classroom, corridor, or section of school grounds.</p> |

Sample Lesson Plan

Theme: Self & Interpersonal Relationships

| | |
|---------------------------------------|--|
| Regional Standard SIP 1 | Examine the nature of self, family, School, and community in order to build strong, healthy relationships. |
| Core Outcome 1: | Demonstrate an awareness of self (individual attributes, strengths, uniqueness;) in relationships with own family and in the classroom |
| TITLE: | “GETTING ALONG” |
| CLASS | Grade 1 |
| TIME | 20 – 25 minutes |
| PURPOSE | To help pupils to manage relationships with peers or classmates. |
| OVERVIEW (include Concepts) | In this lesson, pupils will describe situations of conflict (disagreements, fallings out) which arise on the playground, and develop skills and strategies to help them to manage conflict. At this age pupils’ Social Development occurs mainly during play. During play pupils satisfy need to belong, and interact with others. They learn about sharing, teamwork, and taking turns amongst other self management skills. Teachers often resolve conflicts that arise. They will learn to solve some problems themselves. |
| SPECIFIC OBJECTIVES | At the end of this lesson, pupils will be able to do the following: 1. Describe situations of conflict on the playground 2. Describe their feelings when involved in conflict. 3. Develop Conflict Resolution skills to deal with these situations which affect their relations with friends. |
| RESOURCES & MATERIALS | Pictures or stickers of different feelings: Materials for drawing. Display board; pupil’s drawings. |
| PROCEDURE | |
| STEP 1 | |
| Introduction | (15) min. Introduce the lesson on a positive note by asking pupils about the things they do on the playground. After 3 or 4 answers, instruct pupils to sit in their groups and draw pictures of themselves engaged in fun activities on the playground. Let pupils place pictures on the Display Board as they complete them. |

Ask pupils to state some of the problems (disagreements) they have on the playground. Teacher might prompt by asking questions like “has anybody got into an argument about who will get the first turn in a game”; Take about 3 or 4 problems and write them on the flip chart. Tell pupils that this lesson will help them to handle some of the problems develop on the playground.

STEP 11

SKILL DEVELOPMENT (20) min. Select one of the problems from the board and ask pupils to suggest solutions, and say how the persons may feel.

&REINFORCEMENT Develop pupils’ solutions or suggest alternative solutions. Let children practice problem solving using Conflict Resolution steps.

Conflict Resolution Steps (Read and Explain)

Step 1: Cool off, calm down, and agree to discuss the problem

Step 2: Tell what’s bothering you using “I messages”.

Step 3: Each person restates what he/she heard the other person say.

Step 4: Take responsibility for your part of the problem.

Step 5: Brainstorm solutions and come up with one that satisfies both people.

Step 6: Affirm, forgive, or thank.

Ask for 2 volunteers to act out the Conflict Resolution steps in a role play. Coach the players through the process.

Assign ‘problems/solutions’ to groups.

Instruct groups to create ‘scripts’ using the ‘conflict resolution steps’

Groups select 2 persons to act out their scripts.

STEP 111

CONCLUSION (5min.) summarize the process of resolving conflict.

STEP V

ASSESSMENT (5min.) Test the pupils’ recall of the steps, using prompting.

HOMEWORK Tell pupils to show parents what they did and report on parents’ reactions.

THEME: SELF AND INTERPERSONAL RELATIONSHIPS

If you're happy and you know it

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

Kind words can be used in this song.

THEME: SELF AND INTERPERSONAL RELATIONSHIP

Song

Helpful Friends

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

This can be a poem too.

THEME: SELF AND INTERPERSONAL RELATIONSHIP

Song

Let there be peace on Earth (Vince Gill)

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

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

(child)

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

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

THEME: SELF AND INTERPERSONAL RELATIONSHIPS

Song

Let there be Peace

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

THEME: SEXUALITY AND SEXUAL HEALTH

Poem

I am Special (by Maggie Allen)

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

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

THEME: SEXUALITY AND SEXUAL HEALTH

Song

Be Careful Parts of the Body

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

Song

HIV Sung to the tune of Bits of Paper

H I V

H I V

A human virus

A human Virus

It attacks the immune system

It attacks the immune system

Makes you ill

Makes you ill

H I V

H I V

A human virus

A human Virus

Found in body fluids

Found in body fluids

Be careful

Be careful

Song

My Five Senses – Song

I have eyes with which I can see

I can hear every sound with my ears

I can feel everything with my fingers

Ten count them over and over again

With my nose I can smell a rose

With my tongue I can taste very well.

* Note: This too can be a poem.

THEME: APPROPRIATE EATING AND FITNESS

Song

Little Farmer

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

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

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

THEME: APPROPRIATE EATING AND FITNESS

Song

Bourda Market

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

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

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

Poem

Eat Green and Yellow Foods

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

Myself

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

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

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

Song

Flies in the Buttermilk

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

Chorus

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

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

Chorus

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

Song

Georgetown Burning (Natural Disasters)

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

Or

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

Poem

Bits of Paper

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