

HEALTH AND FAMILY LIFE EDUCATION CURRICULUM

GRADE 9

NEW EDITION



Ministry of Education and Youth, Jamaica 2023 ©

T A B L E O F C O N T E N T S

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A C K N O W L E D G E M E N T S

The Ministry of Education and Youth would like to acknowledge the United States Agency for International Development (USAID), the United Nations Children Fund (UNICEF), the National Health Fund and the Food and Agricultural Organization of the United Nations (FAO) for supporting the development of the new Health and Family Life Education Curriculum.

This new HFLE Curriculum is the result of a truly collaborative effort between the Ministry of Education and Youth, government organizations such as the Ministry of Health, the National Environment and Planning Agency and the Community Safety and Security Branch in the JCF, as well as key civil society organizations, all of who provided guidance and recommendations throughout the development process.

The new guide, while retaining its alignment with the CARICOM Framework for Health and Family Life Education (HFLE), places increased emphasis on reflective teaching and the affective domain of Health and Family Life Education. Additionally, it includes a new theme, Safety and Security, which strengthens efforts to cater to the holistic development of students.

The Ministry of Education and Youth gratefully acknowledges the hard work of the Health and Family Life Education Team, the writers of the new HFLE Curriculum, and the contributions of the HFLE Master Trainers and technical advisors who generously gave their time to support the development process:

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V I S I O N F O R T H E H E A L T H A N D
F A M I L Y L I F E E D U C A T I O N S C O P E
A N D S E Q U E N C E

To provide a positive environment in which students can develop the skills required to make healthy life choices, maintain the behaviours that make for their good health and support a better society through the training of teachers and the development of the Health and Family Life Education curriculum.

M I S S I O N S T A T E M E N T

To enable students, through a life skills-focused education process, to achieve their potential and assure their healthy contribution to the social, cultural and economic development of Jamaica.



The new Health and Family Life Education (HFLE) Curriculum guide represents a paradigm shift from its predecessor. Not only does it feature a new theme – Safety & Security, this new document focuses more explicitly on values along with the development of Life Skills, for psycho-social competence. Students are expected to acquire these skills and values through guided learning experiences both within and outside the classroom. HFLE, then, is a curriculum initiative that not only reinforces the connection between health and education but also uses a holistic approach within a planned and coordinated framework. It is perceived as a viable way to bridge existing gaps to enable young persons to attain the high levels of educational achievement and productivity required for the 21st century.

Recognizing the role that HFLE has played and will continue to play in the development of Jamaica's adolescents and youth, the MOEY's Curriculum Unit must also be acknowledged for the development of this Resource Handbook which will enable our teachers to be better prepared to deliver the programme at local levels.

The social dynamics within which our children and teachers operate are changing in a manner that places new demands on their psyche and the resultant relationships within and outside of the classroom. These changes require a new way of thinking on the part of teachers and school administrators to create a learning environment that motivates students to seek knowledge and become agents in their learning process.

There is the perception that traditional curricula do not ensure that children and youth achieve their full potential as citizens. We have taken steps to ensure the NSC curricula are relevant and that we change perceptions by

delivering better educational results. We also recognize that increasing social pressures are impacting young persons in ways that call for a shift in the teaching and learning process. Teachers are finding that young people are apt to question many things in contrast to prior generations that were more accepting. Therefore, the role of teaching has to adapt to the fact that young people have more information available to them than at any other time in our history. As a result, schools have a tremendous opportunity to utilize access to this large expanse of information to remain relevant and to adequately prepare young people for their various life roles. The paradox is that schools are more relevant now in an age of exploding information and therefore should position themselves to be key agencies to also redress societal ills. HFLE seeks to do just that.

HFLE is a comprehensive, life skills-based programme, which focuses on the development of the whole person in that it:

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

This comprehensive resource guide will assist in the preparation of our teachers, who have been the central facets of all efforts from the inception. This emphasis has been in recognition of their strategic position to help children and young people grow, learn, and mature into citizens capable of leading healthy, personally satisfying, socially and economically productive lives. In more recent times, the case for teacher preparation now includes benefits to teachers themselves, their schools, and the wider community at large.

The purpose of this guide is to provide teachers with materials and resources to implement the Health and Family Life Education Curriculum. This guide builds on the foundation of the Regional CARICOM Framework for HFLE, which sets out the HFLE philosophy and standards for teaching and identifies the desired knowledge, skills and behavioural outcomes for students. Unit themes and the content of lessons are responsive to the many health and social challenges in Jamaica, including Character Education, HIV/AIDS, violence and substance abuse. The Guide thus provides schools and teachers with a concrete tool for HFLE implementation. Through the implementation of HFLE lessons in diverse school settings and communities, the goal is to have a positive impact on student health, which in turn, relates to school attendance and learning.

HFLE has the power to change the propensity of our young people to engage in risky behaviour and consequently can help lessen the effects of unhealthy lifestyles which are established during childhood and adolescence. Opportunities are provided for teachers to explore a range of pedagogical approaches and alternative forms of assessment designed to facilitate the delivery and assessment of the Health and Family Life Education Programme. Teachers have been trained to implement the curriculum in school-based workshops. It is expected that their experiences, together with this Curriculum Guide, will make possible the positive behaviour change manifested through individual and collective social action. It is hoped that this revised HFLE Curriculum will give teachers the capacity to provide culturally relevant, gender-sensitive and high-quality experiences for our children. We expect that these will assist them in becoming psycho-socially competent and closer to that notion of the ideal Jamaican, one who is peace-loving, global in outlook and has a thirst for knowledge.

Thank you HFLE team!

The Honourable Fayval Williams, MP

Minister of Education and Youth



Education is learning that results from the sustained effort to transmit and acquire knowledge, values, attitudes and skills. Our school system also plays a critical role in shaping the characters and values of our nation's youth. The Ministry of Education and Youth addresses this responsibility through various disciplines in the National Standards Curriculum and the Health and Family Life Education curriculum has a direct role to play in this area. This comprehensive curriculum reflects the application of the best Jamaican minds to Jamaica's most pressing challenge — helping our youth to become the kind of citizens we need to realise our ambition of making Jamaica the place of choice to live, work and raise families.

The HFLE Curriculum creates both the space and opportunities for students to think about who they want to be and how they respond to the plethora of challenges facing them. It introduces them to complex topics, in age-appropriate ways, circling back to explore critical topics further as they advance from early childhood to primary school, and then secondary school. This curriculum focuses on practical exercises and scenario-based learning, allowing students to apply their contextual knowledge in ways that are developmentally appropriate.

Many of the topics in this curriculum are challenging to the sensibilities of some among us. However, they are topics that we as a society have to learn to discuss calmly and respectfully. Allowing students the opportunity to discuss these issues not only strengthens their ability to handle them in real life but also lessens the psychic burden students

often face in dealing with complex issues on their own, freeing them of emotional barriers that are hindrances to their learning across curricula areas.

The development of this curriculum is due to the tireless work of the HFLE Team. I congratulate and thank them for their service — their work will help to strengthen the fabric of Jamaican society for generations to come.

I look forward to supporting the team in the implementation of the curriculum.

Mrs Maureen Dwyer, BH (M), JP

Permanent Secretary (Acting)

Ministry of Education and Youth



Education is the means by which any society can re-create itself in future generations. Cognizant of this fact, the Ministry of Education and Youth (MoEY) has positioned the National Standards Curriculum (NSC) as an important avenue through which the identity of future generations can be positively impacted.

Transformation requires sacrifice. Rebuilding Jamaica's education sector to position our students to better serve our national needs and participate in the evolving global economy is the daunting task the Ministry of Education and Youth faces daily.

The development of the HFLE Curriculum is one example of how sacrifice pays off. Through the hard work of the HFLE Team in the Curriculum Unit, we have developed new curricula for the primary and secondary school levels that address the wide range of personal, interpersonal, health and environmental issues that affect our students, both during their school years and long after.

This new curriculum has been revised to strengthen the life skills and values focus, realising the challenges our learners face in their daily lives. Further, the curriculum is aligned with the CARICOM Regional Framework for Health and Family Life Education but introduces a new theme, Safety and Security, which seeks to address some of the

unique issues that we face as a Jamaican society.

As with all our curriculum implementation efforts, the MoEY will continue to provide ongoing training/coaching support for all relevant stakeholders and provide the necessary learning resources required to bring the curriculum alive for students.

We are excited to present this new version of the HFLE curriculum and look forward to engaging a wide cross-section of stakeholders in its implementation.

Capt. Kasan Troupe, Ed. D, JP

Chief Education Officer (Acting)

Ministry of Education and Youth



The National Standards Curriculum (NSC) rests on the belief that all learners are endowed with the capabilities, gifts and talents to fulfil their divine purpose. These attributes are to be further enhanced or improved in a nurturing, inspiring and inclusive environment, one that caters to the whole person (soul, spirit and body - spiritual, emotional, social, physical and mental). As learners assume their roles and responsibilities individually and as communities of learning in such an environment, they become critical-reflexive thinkers, creative problem solvers, effective communicators and natural collaborators.

The new Health and Family Life Education Curriculum (HFLE) aims to better support the psychosocial development of our students and prepare them to manage the difficulties of today's societies in ways that are healthy and productive.

Through this curriculum, with its new theme and a greater emphasis on values, students will need to think about change at the individual level, but also at the level of the family, school, community and global levels. Ultimately, the HFLE Curriculum is one that needs to be adopted by all of us engaged in youth and community work. It aligns with other innovations of the Ministry of Youth and Education, including the Character Education programme to be implemented and the National Civics Curriculum, that prioritises thinking and discussion about who we are, and not just what we know.

The HFLE Curriculum also requires change at the classroom level. It calls for a more critical and reflective practice that prioritises conversation over didactic instruction and recognizes the value of the knowledge students bring with them to the classroom. By integrating multimedia resources, drama and opportunities for self-expression, the HFLE Curriculum seeks to meet students where they are, addressing topics in the way they encounter them and taking the lessons learned beyond the classroom.

The HFLE Curriculum illustrates the MOEY's more progressive approach to assessment, focusing on this element as opportunities for students to learn and self-correct while getting feedback and feedforward information from peers and facilitators. We believe that this approach allows learners to develop self-confidence and become intrinsically motivated.

The HFLE Curriculum addresses some of the most pressing problems facing us in Jamaica. As such, it gives us an opportunity to help our students to become more competent at resolving these issues. Our focus is not solely on teaching concepts, but on teaching critical thinking, self-expression and interpersonal communication skills that can redound through every aspect of our society.

Congratulations to the development team. Best wishes as we play our part in implementing this innovative curriculum.

Dr Clover Hamilton Flowers

**Deputy Chief Education Officer (Acting),
Curriculum and Support Services,
Ministry of Education and Youth**

MESSAGE



The role of the Core Curriculum Unit in the Ministry of Education and Youth is to provide the school system with curricula that support the holistic development of all students. These HFLE Curricula reflect our commitment to the development of materials that are relevant, student-centred and comprehensive. We are particularly proud of these curricula as they address real challenges our learners face and if implemented appropriately will support their growth and development into productive, committed citizens.

The HFLE Curriculum is designed to support learners at all levels in the school system to identify and express their emotions, handle interpersonal conflicts and tackle important social and environmental issues. The methodologies through which HFLE is taught allow students to develop life skills including communication, collaboration, critical thinking and creativity. Like the other NSC curricula, these skills and attributes supported by the HFLE Curriculum, are critical for students to successfully assume their core life roles.

The approach to teaching the HFLE Curriculum allows learners to bring in their lived experiences. It recognizes and prioritises Jamaican culture and supports learners in making connections across disciplines. The exercises and activities herein will provide learners with real-life opportunities for them to gain insights that will last for a lifetime. In dealing with topics like drug use, sexual behaviour, anger management, and conflict resolution as well as more traditional topics like academic performance and positive social adjustment, we hope to support our learners in being both better students and better Jamaicans.

Sadpha Bennett, B.Ed., EMEM

**Assistant Chief Education Officer (Acting),
Curriculum Unit**

Health and Family Life Education (HFLE) was first introduced into the curriculum of primary schools in 1998 as Family Life Education. Though the programme achieved some successes, it was argued that given the challenges that children and adolescents face in their daily lives, a more definitive life skills focus was required to help students manage the situations they encounter. In 2006 a CARICOM Regional Framework was developed for Health and Family Life Education and in 2007, the Ministry of Education revised its curriculum to align with the regional framework and incorporate a more life skills-based focus.

Over the years, the HFLE curriculum in Jamaica has undergone a series of revisions to remain current and address the growing health and social issues affecting Jamaican children. This new edition of the Health and Family Life Education curriculum is organized to reflect a focus on life skills as well as values that will support the holistic development and good character of students.

Why Health and Family Life Education?

The National Standards Curriculum addresses the affective domain through the various disciplines that have been included as components that are to influence the profile of the learners as critical and creative thinkers who are able to communicate and collaborate effectively. Unfortunately, however, attention is not always given to the development of the affective domain when facilitating teaching and learning of some disciplines.

Additionally, the increasing social pressures that students face have resulted in a greater challenge in teaching for affective development, as teachers are finding that young people are becoming more disruptive and are exhibiting behaviours that indicate their struggle with health and emotional issues. Without the appropriate intervention measures, the significant decline in academic performance and the escalation of maladaptive behaviours in some learners will continue.

Schools are now seen as key agencies to address some of these concerns/ issues. The HFLE component of the NSC has been designed with a specific focus on life skills that will enable students to effectively deal with the demands and challenges of everyday life. HFLE, then, is a curriculum initiative that not only connects health and education but also uses a holistic approach within a planned and coordinated framework to influence students' development of positive values and attitudes, and if implemented effectively will influence children and youth to achieve their full potential as citizens.

Responsibility to Students

Teachers and other resource persons involved in the delivery of HFLE should:

- Have primary responsibility to the student, who is to be treated with respect, dignity, and with concern for confidentiality.
- Make appropriate referrals to service providers based on the needs of students, and monitor progress.
- Maintain the confidentiality of student records and exchange personal information only according to prescribed responsibility.

- Provide only accurate, objective, and observable information regarding student behaviours.
- Familiarise themselves with policies relevant to disclosure. Responses should be guided by national and school policies, codes of professional organizations/unions, and existing laws.

Responsibilities to Self

- Monitor one's own physical, mental and emotional health, as well as professional effectiveness.
- Refrain from any destructive activity leading to harm to self or students.
- Take personal initiative to maintain professional competence.
- Understand and act upon a commitment to HFLE.

What are Life Skills?

The World Health Organization (WHO) defines life skills as the abilities that enable one to adopt positive behaviours that allow one to deal effectively with the demands and challenges of everyday life. The concept of life skills assumes that there are sets of life roles that each person needs to fulfil. Life skills can be classified in various ways. The approach adopted in the development of this revised Scope and Sequence classifies life skills as (i) social and interpersonal skills (ii) cognitive skills and (iii) emotional coping skills. A few examples of each category of skills are shown below:

Social and interpersonal skills: communication, refusal, assertiveness and empathy

Cognitive skills: decision making, critical thinking and problem solving

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

Why Teach Life Skills in School?

We know from research that behaviours and skills are learned more easily when an individual is young (Glanz et al, 1997). We also know that individuals need information to develop and change behaviour, but that information alone is not enough. In addition to information, individuals need skills opportunities and an environment that allows them to learn the values and attitudes and adopt the behaviours that will enable them to deal effectively with the demands of daily life. School is, therefore, one of the best places to begin to teach these skills and to ensure, through interaction with and involvement of parents, that these lessons are reinforced at home.

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

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

Life Skills Methodology in the Classroom

The life skills methodology sees the teacher as a facilitator. The teacher provides opportunities to help students understand the topics in their own way. The teacher's approach is not didactic. Rather, the teacher asks the students to consider a problem and encourages them to respond. Based on their responses, the teacher organises the students to complete class activities that will offer them a chance to understand the problem in their own situation. These activities can include:

| | | |
|------------------------|---------------------------|---------------------------|
| Role play | Storytelling | Games/simulation |
| Case studies/scenarios | Resource persons/experts | Panel discussions/debates |
| Surveys/interviews | Field visits/observations | Journals/logs/portfolios |
| Media | Community/school projects | Group work/discussions |
| Dance | Drama | Art/music |

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

The Place of Values and Attitudes in the Teaching of Life Skills

The seriousness with which students engage in learning the life skills that are associated with each theme will be dependent on their values and attitudes. Students may not be aware of the values and attitudes that are at work in their lives. Their value system may or may not provide them with the "right" set of principles for them to judge the worth of their ideas, feelings, decisions and intentions. In fact, they may have been socialized into believing that some undesirable behaviours are acceptable. Providing opportunities for students to use moral, ethical and spiritual principles to examine their attitudes and the values that guide them, strengthens their intelligence, empathy and ability to contribute to society.

Promoting Transformational Learning

Transmitting information to students in ways that limit deep thinking and critique of personal beliefs, values and attitudes is insufficient for the development of spiritual/moral/ethical qualities that will inform decisions. By allowing students to use journaling and portfolio processes that encourage reflection on experiences, beliefs, emotions, thoughts and overt actions/behaviours, transformation can occur. To support this kind of deep change, assessment and feedback should emphasize core values and attitudes. Many of these values and attitudes are explicitly stated and others are implied based on the nature of the learning activities and learning resources. As students explore each theme, teachers will have to be strategic in addressing in care-centred manner, the values and attitudes that will inspire students to choose to change behaviours and practices that are likely to prevent their holistic development.

Ethical Guideline for the Delivery of the HFLE Curriculum

It is important to maintain the highest ethical standards in the delivery of the HFLE Curriculum. As the HFLE teacher, you are tasked with the responsibility of facilitating the development of life skills, character qualities, morals, values and attitudes that will help students take responsibility for their actions, evaluate the consequences of their choices and make appropriate decisions that will allow them to achieve their highest potential.

To achieve this, HFLE Teachers should seek to build trust among their students and should maintain professionalism, honesty and integrity at all times. All efforts must be maintained to protect students from embarrassment and discrimination in the classroom, particularly where sensitive issues are discussed. In the case of sexuality and sexual health education, the information presented must be age and culturally appropriate, factual, and free from personal bias, prejudice and distortion. Values and attitudes promoted in this subject must reflect those consistent with the Ministry of Education and Youth and the wider society. Care must be taken when facilitating activities to not expose students to inappropriate content or activities that have adverse effects on the innocent as we treat those students who have been exposed. For this reason, Health and Family Life Education must only be delivered by HFLE teachers who are adequately trained to gauge the responses of the students and manage the discussions that emerge within the classroom. Where necessary, the school's guidance counsellor should be engaged to provide support.

For anyone outside of trained HFLE personnel who interfaces with the HFLE Curriculum, it should be noted that this Curriculum was developed with the highest level of stakeholder scrutiny and represents an inclusive approach to appropriately exposing students to relevant universal principles of life. The Curriculum, guided by research, is designed for students throughout primary and secondary schools and is based on experiences of the developmental challenges faced by students. Therefore, the written HFLE Curriculum, though a public document, may require any such member of the public to seek guidance regarding its interpretations and use in relation to any concerns that may arise.

O R G A N I S A T I O N O F T H E C U R R I C U L U M

This revised Curriculum is organised to reflect guidance provided by the HFLE Regional Curriculum Framework for ages 9-14 years (UNICEF/ CARICOM/ EDC). Consequently, the programme is developed around five themes:

1. Self and Interpersonal Relationships
2. Safety and Security
3. Sexuality and Sexual Health
4. Appropriate Eating and Fitness
5. Managing the Environment

Theme: Self and Interpersonal Relationships

Knowing who we are (self-concept) and our place in society is important for our well-being. The need to belong and be loved is important as these factors help to shape who we are and contribute to our acceptance of ourselves. Students need to develop a healthy sense of self to develop and maintain healthy relationships with family members, schoolmates and others. They need self-awareness and interpersonal skills to ensure that they respect and accept persons who are different. They also need the opportunity to practice skills that reduce their involvement in risky behaviours and help them to survive in a world that demands pooling of our individual and collective resources.

Good mental health is essential for humans to live a balanced life, however, the issue of stigma and discrimination has impacted the approach of individuals to access the necessary services to address their mental health care. Research has also shown that many adolescents are affected by mental health issues.

Mental health refers to the psychological, emotional and social well-being of individuals. It includes how we think, act, feel and behave as well as our ability to adjust to society and the ordinary demands and challenges of life.

The new Health and Family Life Education Curriculum has therefore integrated mental health literacy in two main thematic areas of the curriculum, namely Self and Interpersonal Relationships and Safety and Security. Additionally, the curriculum has been mapped to the Mental Health & High School Curriculum Guide from teenmentalhealth.org, which provides additional content and activities for teachers. Through these lessons, students will become more aware of mental health disorders, various issues that affect mental health and will adopt attitudes and skills that will aid in the reduction of stigma and discrimination against persons with mental health issues. The curriculum mapping can be found on page 202.

Theme: Safety and Security

All citizens have a role to play in making Jamaica a safer and more secure place to live. Students need to understand their basic human rights, as well as their rights as children, but they also need to be aware of their responsibilities in protecting the safety and security of self and others. Issues of violence, child abuse, internet safety, cybercrimes, scamming, extortion, road safety and disaster management are some of the areas addressed in the new Safety and Security theme of the HFLE Curriculum. Through these lessons, students will gain an understanding of these issues and reflect on how they can impact their personal safety and environment (school and community). They will also be able to recognize danger, understand basic principles to keep them safe at home, school, in their community and on the internet, and be empowered with the necessary life skills to protect themselves and others and respond appropriately in situations where their safety and security is at risk.

Theme: Sexuality and Sexual Health

Sexuality is an integral part of personality. There are physical, emotional and psychological components to sexuality, as well as components related to gender – what it means to be a man or woman. All human beings experience a range of sexual attitudes, feelings and capabilities. In turn, these feelings and attitudes influence the way we relate to others and give meaning to our sexual behaviour. Sexual roles and values are determined by family, design, religious beliefs, social and cultural norms and personal experiences. The negative expression of sexuality may manifest in poor reproductive health outcomes such as unplanned pregnancy and early sexual debut, which can lead to high rates of sexually transmitted infections (STIs), including HIV, as well as teen pregnancy.

The sexual behaviour of youth in Jamaica gives cause for concern for the individual as well as for long-term national development. The 2008 Reproductive Health Survey indicates that 18% of births in Jamaica occur to adolescent mothers. The rates of infection of sexually transmitted infections including HIV are growing, especially for female adolescents (Ministry of Health, 2012). Schools are strategically placed to help reduce these rates by the way in which they can influence the sexual attitudes and behaviours of young people.

Theme: Appropriate Eating and Fitness

The levels of obesity and other lifestyle diseases typically associated with adults are increasingly observed among children. Like most other behaviours, eating and fitness (exercise) behaviours are learned early in life. They are influenced by the child's home and school environments but also are affected by the media, culture, religious, social and economic factors. The life skills approach to Appropriate Eating and Fitness requires that students understand that healthy eating and the right balance of safe, nutritious and wholesome foods (especially locally grown and produced foods) are important to health throughout the life cycle (knowledge). Students will also be able to critically examine what motivates them to adopt eating and fitness habits and develop a healthy attitude to eating and exercise (attitude). They will acquire skills to make healthy food choices. The goal is to reduce the incidence of diet-related and lifestyle diseases like diabetes, stroke, heart disease and hypertension and to reduce the burden on the health sector of caring for persons with these illnesses.

Theme: Managing the Environment

We acknowledge the interdependence of man and the natural environment. If we do not protect the air, water, land, flora and fauna, in time, the environment will lose its ability to sustain good health and quality of life. The environmental theme in the Grade 7-9 curriculum focuses on raising students' awareness of environmental issues and strengthening their understanding of personal and collective responsibility to ensure a healthy environment. These include better air quality (by planting trees and limiting the burning of garbage etc.), reducing the possibility of contracting vector-borne diseases (by limiting breeding sites for flies, rats and mosquitoes and through proper waste disposal) and being prepared for natural disasters.

Notes for the Teacher – Tips on Teaching the Curriculum

- This curriculum is very ACTIVITY-focused. The activities are used to make learning fun but are also intended to help students learn the skill, attitudes and information in ways that enhance learning.
- The curriculum is organised into modules, units and lesson topics, which are aligned with the regional standards in the CARICOM Regional Framework for HFLE. Please note that often you will need more than one class session to complete a lesson.
- You may not be able to cover all the lessons for the respective grade in the school year. While some topics in each theme MUST be taught to prevent unhealthy behaviours, other topics should be selected based on the needs of students and issues identified in the school. Bear in mind the vision and mission of the HFLE programme as you select lessons.
- A list of recommended resources is provided at the end of the programme for each grade. The list is not exhaustive. Feel free to use any other appropriate (for age and grade level) materials/resources that will help you meet the learning objectives.

The suggested content and activities for the Sexuality and Sexual Health theme are designed to help students in Grades 7-9 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, assertiveness and refusal) as well as cognitive skills such as decision making and problem solving.

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.

- Teachers must be comfortable with discussions of sexuality and be willing to discuss sexuality issues honestly and openly.
- Where there is discomfort with teaching specific topics, teachers should ask the Guidance Counsellor for assistance.
- Disclosures that are made in the classroom should be treated with respect and confidentiality. Each class should be adequately prepared to deal with such confidentiality.
- Where intervention is needed, seek professional help for students.

The section of the curriculum on Managing the Environment lends itself to highlighting contextual (community/parish) factors and issues that are related to managing the environment.

- Highlight issues that are of importance to the community. For example, if there is a rodent problem, focus the lesson on rats and rodent management including protecting food in such situations. Similarly, if dumping of household garbage/refuse in gullies and rivers is the problem, highlight that.
- Open burning of garbage pollutes the air and affects the health of individuals so spend time on that issue. If the community/parish is an agricultural one, be sure to include a discussion of the safe use of pesticides and fertilizers. Be sure to make the appropriate links to the Science curriculum.
- Infuse elements of this Environment section with science and Personal Hygiene lessons.
- Infuse core values and attitudes in the content, the learning activities and the feedback phase of lessons to influence transformation in beliefs and practices that hinder students' holistic development.
- Look for teaching moments to draw students' attention to their personal beliefs, dispositions and practices that are consistent and those that are inconsistent with suggested core values. To help inspire change, make use of reflective questions, simulation of possible solutions and the expertise of professional services available.

L I F E S K I L L S D E F I N I T I O N S

| LIFE SKILLS | DEFINITIONS | SIGNIFICANCE |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Decision Making | The ability to choose a course of action from a number of positions, which may result in a specific outcome or involve only the resolve to behave in a certain way in the future. | Helps us deal constructively with health and other decisions about our lives by enabling us to assess options and the effects of different decisions. |
| Problem Solving | The process through which a situation/problem is resolved (i.e., diagnosing the problem, and taking action to close the gap between the present situation and desired outcome.) | Allows us to deal constructively with problems in our lives that if left untreated could cause new problems, including mental and physical stress. |
| Creative Thinking | The ability to depart from traditional ways of thinking, resulting in the generation of original and innovative ideas that enables us to respond adaptively to life situations. | Contributes to both decision-making and problem solving by enabling us to explore the available alternatives and various consequences of our actions or non-actions. |
| Communication | The ability to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. | Allows the transfer of information and emotion from one person to another to make one's intent clear. |
| Self-Awareness | Having a sense of identity and an understanding of our own feelings beliefs, attitudes and values. | Helps us to recognize our feelings and values and is a pre- requisite for effective communication, interpersonal relationship and developing empathy for others. |
| Empathy | The ability to imagine what life is like for another person, even in a situation that we are unfamiliar with. | Can help us to accept others who may be very different from ourselves, respond to people in need, and promotes positive social interactions. |
| Coping with Emotions | The ability to recognize a range of feelings in ourselves and others. The awareness of how emotions influence behaviour and the ability to respond appropriately. | Enables us to respond appropriately to our emotions and avoid the negative effects that prolonged, pent-up emotions may have on our physical and mental health. |
| Coping with Stress | The ability to recognize the sources of stress in our lives and the effects that stress produces, and the ability to act in ways that help us cope our reduce our levels of stress, | Enables us to adjust our levels of stress and avoid the negative consequences of stress, including boredom, burnout, susceptibility to diseases and behavioural changes. |
| Negotiation | The ability to communicate with others for the purposes of settling a matter, coming to terms or reaching an agreement. This may involve the ability to compromise. | Help us to meet and address individual needs and concerns in ways that are mutually beneficial. This is a key factor in working and playing cooperatively with others. |

| LIFE SKILLS | DEFINITIONS | SIGNIFICANCE |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Assertiveness | The ability to state one's point of view or personal rights clearly and confidently, without denying the personal rights of others. | Enable people to actions that are in their own best interest. Such actions include the ability to stand up for oneself or someone else without feeling intimidated or anxious and to express feelings and points of view honestly and openly. |
| Healthy Self-Management | The ability to make situational and lifestyle choices that result in attending and or maintaining physical, social, emotional, spiritual and environmental health. | Enables us to maintain health-enhancing decisions from day to day as well as to reach long-term health andwellness goals. |
| Advocacy | The ability to effectively communicate, convey or assert the interests, desires, needs and rights of yourself or another person. | Enables us to understand our ability to create change and develop the confidence to take action to effect change. |
| Critical thinking | The ability to think clearly and rationally based on evidence to reach a logical conclusion. | Help us to think carefully about subjects or ideas, without being influenced by feelings or opinions. It means being able to able to make reasoned judgements or draw conclusions that are logical and well thought out. |
| Anger management | The ability to control and regulate anger in order to minimize problems. | Enable us to recognize signs of anger and frustration, take steps to calm down and resolve the situation or issue productively. |
| Refusal | The ability to communicate the decision to say "no" effectively (so that it is understood). | Enables us to carry out health-enhancing behaviours that are consistent with our values and decisions. |
| Conflict Management | The ability to be able to identify and handle conflicts sensibly, fairly and efficiently. | Enables us to solve issues appropriately in an effort to maintain good relationships. It involves respecting the positions of others and finding common ground. |

Types and Categories of Life Skills

The core of life skills that facilitate the practice of healthy behaviours is divided into the following groups

| SOCIAL SKILLS | COGNITIVE SKILLS | EMOTIONAL/COPING SKILLS |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Communication Skill• Refusal Skill• Negotiation Skill• Empathy Skill• Advocacy Skill• Assertiveness Skill• Conflict Management• Conflict Resolution | <ul style="list-style-type: none">• Decision making Skill• Problem Solving Skill• Critical thinking Skill• Creative thinking Skill | <ul style="list-style-type: none">• Healthy Self Management Skill• Self Awareness Skill• Coping with Emotions (anger, self-esteem, grief and loss)• Coping with Stress Skill• Anger Management Skill |

Translating Skills Instruction into Steps – Examples from the HFLE Curriculum

1. Refusal Skill

- Use the word “no” in your refusal.
- Emphasize your refusal by repeating the refusal assertively (clear, strong voice, eye contact, no smiling)
- Use appropriate body language (serious expression, walking away, gesturing with hands)
- Give your reasons for refusing or list possible consequences
- Suggest an alternative
- Change the subject or walk away
- Report to an adult when necessary

2. Problem solving skill

- Stop (check out the scene, and remind yourself to think before acting)
- Think (become aware of the choices and consider the consequences)
- Act (choose the best alternative and act on it)
- Review (decide whether the action has helped or hurt)

OR

- Define the problem.
- Analyse the causes of the problem.
- Identify possible options (Consider the impact on life, values and beliefs)
- List the negative and positive consequences of each option.
- Choose the appropriate solution and act.
- Evaluate results.

3. Self-awareness skill

- Identify your positive qualities
- Identify strengths/weaknesses and likes/dislikes
- Identify the emotions that you feel in different situations
- Examine your needs, values and beliefs
- Identify who/what influences negative/positive feelings about yourself
- Identify the behaviours that improve and/or worsen your performance/conduct
- Analyse how ‘self’ impacts others - How do your attitudes, needs, feelings, beliefs and/or behaviours affect others?
- Identify ways in which you can improve your behaviour for the future

4. Advocacy skill

- What is the problem/solution?
- Gather accurate information that will appeal to the intended audience
- Suggest various ways to address the problem or situation
- Develop key messages/tools to influence the audience (be concise and direct)

5. Effective communication skill

- Being an effective listener:
- Face the speaker and make eye contact
- Use appropriate body language
- Refrain from interrupting and suggesting solutions
- Wait for the speaker to pause to ask clarifying questions (to ensure understanding)
- Provide regular feedback through verbal and non-verbal communication

Being an effective speaker

- Face the other person and make eye contact.
- Be respectful in your interaction.
- Think and speak clearly and positively
- State your opinion with confidence
- Be conscious of your body language (gestures, facial expressions and posture)

6. Critical thinking skill

- Identify the argument or problem that needs to be solved.
- Collect the information required to understand the problem and the facts that are aligned to it.
- Evaluate information collected.
- Use logic to draw your conclusion to solve the problem.
- Evaluate your logical conclusion

7. Decision making skill

- State the problem
- Examine the consequences of the problem
- State your desired objective
- Examine all alternatives and possible outcomes
- Decide
- Act on your decision

OR

- Determine the question
- Examine the choices
- Collect information
- Investigate consequences
- Decide
- Evaluate decision

8. Creative thinking skills (group or individual)

- Analyse identified issue/concern/problem
- Offer innovative solutions
- Identify or agree on one or more likely solutions
- Identify resources to implement solution
- Implement solution selected
- Evaluate decision or outcome

9. Empathy skill

- Ask the person to talk about how they feel
- Be sensitive when sharing your feelings – honestly and openly
- Be available to listen and talk
- Offer encouragement
- Give support when and as needed

10. Negotiations skill

- Identify your goal
- Explain clearly what you want
- Listen carefully to the other person's point of view
- Propose and discuss solutions that are mutually beneficial
- Seek intervention from a third party to resolve the issue if an agreement was not reached. (Mediation)

11. Healthy Self-Management Skill

- Identify whether the behaviour promotes or compromises health (physical, emotional, environmental, social and spiritual).
- Evaluate the consequences of the behaviour on one's overall health
- Examine the factors contributing to this behaviour. (Understanding what is driving the behaviour will be helpful with self-monitoring.)
- Identify the desired health outcome. (What would you like to achieve in terms of health?)
- Select a solution or choice that achieves that health outcome.
- Review the impact of that lifestyle behaviour choice on overall health and wellness. (On-going monitoring is an important part of maintaining a commitment to the health goal)

12. Conflict Resolution Skill

- Calm down
- Agree to discuss the problem
- Share what's bothering you using "I" messages
- Each person restates what they heard the other person say
- Take responsibility for your part of the problem
- Brainstorm solutions and come up with one that satisfies both people
- Affirm, forgive, or say thanks

13. Conflict Management Skill

- Identify the conflict
- Examine the situation, taking into account the views of all parties
- Discuss different ways of resolving the conflict
- Propose and choose a mutually suitable method to resolve the conflict
- Review the outcome of the chosen method and adjust as necessary

14. Coping with Emotions

- Recognize triggers
- Understand why "I" will respond in a certain manner
- Understand the consequences of responses
- Determine appropriate response
- Respond appropriately

15. Coping with Stress

- Identify stressors
- Recognize the effects of stress on self and other
- Identify ways to reduce/eliminate stress
- Make appropriate changes in one's lifestyle, environment or attitude

16. Anger Management Skill

- Acknowledge that you are angry with yourself and/or someone else
- Calm down, control your emotions:
 - Take deep breaths.
 - Count backwards slowly.
 - Think calm thoughts.
 - Talk slowly.
 - Take some time for yourself.
- Analyse the triggers by considering the following questions:
 - Why was I angry?
 - What did I do?
 - What worked?
 - What would I do differently?
 - Did I do a good job?
- Express the reason for your anger by using “I” messages and avoid criticisms or placing the blame
- Know when to seek help

17. Assertiveness Skill

- Identify the behaviour or situation that concerns you
- Confidently express points of view and/or feelings using “I” statements without being judgemental and/or violating the rights of others
- Clearly state needs and wants in a respectful and non-threatening manner. (Be open to criticisms and compliments)

GRADE 9

**SELF & INTERPERSONAL
RELATIONSHIPS**

Self and Interpersonal Relationships – Grade 9 – TERM 1

| REGIONAL STANDARDS | CORE OUTCOMES | MODULES | UNIT | TOPICS |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| RS SI1: Examine the nature of self, family, school, and community and their influences to build strong healthy relationships. | <ol style="list-style-type: none"> 1. Recognize the relationship between self-concept (perception of self) and mental and emotional well-being. 2. Demonstrate social competence in dealing with different types of relationships and situations. 3. Demonstrate tolerance in relationships with others. | <ol style="list-style-type: none"> 2. Understanding Self | <ol style="list-style-type: none"> 1. Personal Growth and Development 2. Building Healthy Relationships | <ul style="list-style-type: none"> • Developing Positive Self Concept • Appreciating My Body Image • Effective Communication with My Family and Peers |
| RS SI2: Acquire coping skills which will enable them to shun behaviours and lifestyles associated with crime, drugs, violence, motor vehicle accidents, and other injuries. | <ol style="list-style-type: none"> 1. Design and implement strategies for fostering positive behaviours in the school, home and community. 2. Collaborate with community and social programmes / activities that steer individual away from risky behaviour and situations. 3. Assess the availability and capacity of public and private (NGO's) institutions to meet the needs of at risk youth. | <ol style="list-style-type: none"> 2. Coping with Risk and Adversity | <ol style="list-style-type: none"> 1. Developing Emotionally 2. Conflict Management 3. Reducing Risky Behaviours | <ul style="list-style-type: none"> • Stress Management -- Take a Deep Breath • Teen Suicide Prevention • Conflict Resolution -- I am Part of the Solution • Preventing Youth Violence • Alcohol: The Worst Drug of All • Gambling: Don't Bet Your Life on It! |
| RS SI3: Respect the rich diversity that exists among Caribbean peoples as a valuable resource for the sustainable development of the region within the framework of democratic and ethical values. | <ol style="list-style-type: none"> 1. Appreciate the value of harmonious relationships in contributing to regional integration and sustainable development. 2. Advocate for acceptance and inclusion of persons from diverse groupings at all levels of society. 3. Demonstrate the ability to access opportunities presented by regionalism (CARICOM Single Market and Economy) and globalization. | <ol style="list-style-type: none"> 3. Respect and Tolerance for Self and Others | <ol style="list-style-type: none"> 1. Embracing Diversity | <ul style="list-style-type: none"> • The Road to Tolerance for My Caribbean People |

THEME: SELF AND INTERPERSONAL RELATIONSHIPS

MODULE 1: UNDERSTANDING SELF

Examine the nature of self, family, school and community and their influences to build strong healthy relationships.

About the Module

Acceptance of self, the need to belong and the need to be loved are some of the universal needs and rights that contribute to the shaping of our individual selves. Students need to develop a healthy self-concept to foster healthy relationships within the family, school and community. They also need to be assisted in developing resilience – the capacity to assess, cope, manage and benefit from the various influences that impact relationships.

Key Skills

Coping Skills (healthy self-management, self-awareness)

Social Skills (communication, interpersonal relations)

Cognitive Skills (critical thinking, creative thinking, problem solving, decision making)

GUIDANCE FOR THE TEACHER

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

LINKS TO OTHER SUBJECTS: Civics, Religious Education

GRADE 9 Theme: Self and Interpersonal Relationships

Module 1: Understanding Self

Unit 1: Personal Growth and Development

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

1. Understand the importance of a positive self-concept.
2. Recognize that the way we perceive our body image will impact our attitudes, health and well-being.
3. Develop skills and abilities to have a positive perception of self.

Core Values: Ethical lenses – 1. Rights and responsibility 2. Appropriate use of power

Topic 1: Developing Positive Self-Concept

Life Skills: Social: Assertiveness, Communication

Cognitive: Creative thinking, Critical thinking

Coping: Self-awareness, Healthy Self-management

Values/Virtues: Acceptance, Confidence, Reflection, Optimism, Motivation, Aspiration

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Differentiate between a positive and negative self-concept • Analyse the causes and consequences of a negative self-concept • Embrace the need to have a positive self-concept to improve personal growth and development | <p>Self-concept can be defined as the view one has of himself/herself and his/her abilities. An individual's self-concept begins to develop at birth. Self-concept has three components:</p> <ul style="list-style-type: none"> • The view you have of yourself (self-image) • How much value do you place on yourself (self-esteem or self-worth) • What you wish you were really like (ideal self) <p>An individual's behaviour is highly dependent on the quality of his/her self-concept whether it is positive or negative. Individuals who have a positive self-concept are likely to show the following characteristics:</p> <ul style="list-style-type: none"> • Cope better in problematic situations • Strive to be the best by continually learning and working to strengthen their skills and talents • Receive a compliment without shame or not feeling entitled • Repair themselves by self-reflection and by improving behaviour • Love to see oneself in the mirror | Case Scenarios/ Discussion | <p>In small groups, students will examine two case scenarios that depict how two best friends feel about themselves. One friend should have the characteristics of a positive self-concept and the other will portray a negative self-concept. They will discuss the differences between the two friends to highlight positive and negative self-concepts.</p> <p>Reflective Question: How can I develop a positive self-concept?</p> | Students' responses depict an accurate and clear understanding of positive and negative self-concept |

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| <ul style="list-style-type: none"> Demonstrate the ability to use coping skills to practise positive thinking strategies to improve self-concept | <p>Individuals who have a negative self-concept may show the following characteristics:</p> <ul style="list-style-type: none"> Sensitive to criticism Uncomfortable receiving praise Subjective belief that others view them negatively Excessively critical of others Feel less able to interact with others Tend to resist looking at his/her physical features in the mirror <p>Common causes of negative self-concept among teenagers are negligent parenting, negative peer interaction, and trauma as a result of all forms of abuse, body image, unrealistic goals, previous bad choices and negative thought patterns. Some consequences of negative self-concept among teenagers are poor academic performance, teen pregnancy, dropping out of school, anti-social or criminal behaviour, alcohol and drug misuse, self-mutilation (cutting) and eating disorders.</p> <p>Positive Thinking Strategies for Positive Self Concept:</p> <ul style="list-style-type: none"> Accentuate the positive Replace criticism with encouragement. Treat yourself kindly Choose the brighter side of things Focus on what CAN be done, not what you can't be done Nip negative thoughts in the bud Avoid negative exaggerations such as, "I always make that mistake" Learn from your mistakes by forgiving yourself and moving on Accept imperfections which have possibilities to make you unique. Avoid berating yourself. Do not feel guilty about things beyond your control. | <p>Research/ Concept map</p> <p>Personal Assessment and Journaling</p> <p>Creative Arts</p> | <p>In small groups, students will research the causes and consequences of negative self-concept and present the information on a concept map. Reflective Question: How can I ensure that I am not negatively impacting someone's self-concept?</p> <p>Students will create a Personal Balance Sheet that will have two columns labelled, My Assets (Qualities to Build On) and My Liabilities (Qualities to Improve). Then write in journals about how they can use the assets and liabilities identified to build a positive self-concept.</p> <p>Reflective Question: How do I see and feel about myself?</p> <p>Students will write a two- or three-minute television commercial. The topic is, "Why should an employer hire me?" The commercial should depict the student's special qualities underlining how to embrace a positive self-concept. The students will present their commercials in front of the class.</p> | <p>Concept maps reflect clear and accurate understanding of the causes and consequences of a negative self-concept</p> <p>Journal entries reflect self-awareness skill in identifying their strengths and weaknesses and appropriate value/virtue such as acceptance in depicting how they can build and improve these qualities to enhance positive self-concept</p> <p>Commercials developed depict effective use of the steps in self-awareness skill (identify your positive qualities and, identify your strengths and likes) and appropriate value/</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| | <p>Developing a positive self-concept takes time and practice. The process involves encouraging a positive (but realistic) attitude toward oneself and the world and appreciating one's worth, while at the same time behaving responsibly towards others. The goal is to have positive thinking, see oneself honestly and accepting self, and remove the internal barriers that can keep an individual from doing his/her best.</p> <p>Extended Learning See <i>Mental Health High School Curriculum Guide on pages 58 and 59.</i></p> <p>Module 1: The Stigma of Mental Illness Activity #3: Video-Digital Storytelling Purpose: <i>To provide students with an opportunity to learn that a person who has a mental illness is a person. The illness does not define who they are.</i></p> <p>Activity #4: Which People Lived with a Mental Illness Purpose:</p> <ul style="list-style-type: none"> • <i>To help students understand that the presence of a mental illness does not mean a person cannot have a successful life and make a positive contribution to society.</i> • <i>To demonstrate that people from all walks of life and throughout history have been successful while living with a mental illness.</i> | Peer Interview | <p>In pairs, students will interview each other to explore how they will use positive thinking strategies to build a positive self-concept. The steps of assertiveness or effective communication skill should be used to guide the interview process. Guided questions for the interview will be given to the pairs. Examples of questions:</p> <ol style="list-style-type: none"> 1. How can you break the cycle of encouraging negative thoughts in your mind? 2. What is/are your imperfections? Why do you think it is an imperfection? How can you use imperfections to show someone you are unique? 3. How much does it bother you about making a mistake? Have you ever learnt from a mistake you have made? How can you move on from your mistakes? | <p>virtue such as confidence or acceptance that have underlined students embracing a positive self-concept</p> <p>Students' responses depict effective use of self-awareness skill and appropriate value/virtue such as aspiration, confidence or motivation</p> |

GRADE 9**Theme: Self and Interpersonal Relationships****Topic 2:****Appreciating My Body Image****Life Skills:**

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

Values/Virtues:**Confidence, Acceptance, Empowerment, Love, Discernment, Self-control**

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| <p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> Analyse factors that contribute to how young people feel about their body image Relate how eating disorders can occur due to negative body image Express positive feelings about their physical traits and qualities that make them unique Display social skills to show their decision to engage in activities that will promote positive body image | <p>Body image describes our idea of how our body looks and how we think it is perceived by others. This can include our thoughts and feelings about our height, weight, shape, skin, colour and appearance and attractiveness more broadly. Our body image can be positive or negative and is influenced by many factors, including biological predispositions, peers and family, media, the society and culture in which we live and our broader self-esteem.</p> <p>One of the most common external contributors to body dissatisfaction is the media. People of all ages are bombarded with images through TV, magazines, the internet and advertising. These images often promote unrealistic, unobtainable and highly stylised appearance ideals which have been fabricated by stylists, art teams and digital manipulation and cannot be achieved in real life. Those who feel that they do not measure up in comparison to these images can experience intense body dissatisfaction which is damaging to their psychological and physical wellbeing.</p> <p>Adolescence is a period of rapid change. It is customary for a teenager's body to not only grow but also change in appearance. Research has shown that negative body image is common among teenagers living in the Western Hemisphere. Often, the intense preoccupation with appearance and weight may result in eating disorders such as anorexia, bulimia and binge eating.</p> | <p>Video Presentations/ Discussion</p> | <p>Students will watch video presentations that will highlight body image issues faced by females and males, using the YouTube video links below: #HatchKids Discuss Girls' Body Image https://www.youtube.com/watch?v=ctMM9WUdVr8 Pressure on Boys and Body Image https://www.youtube.com/watch?v=Fe6vu_7fKAA</p> <p>After viewing the videos, students will analyse the messages being sent about body image and beauty.</p> <ul style="list-style-type: none"> What kind of pressures do girls face about having the ideal body image? What kind of pressures do boys face about their appearance? What influences our ideas about "the perfect look"? How can these influences affect how you feel about your body image? | <p>Students' responses indicate an accurate understanding of how messages in the media can influence a person's perception of his/her body image</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| | <p>People who intentionally starve themselves suffer from an eating disorder called anorexia nervosa. The disorder, which usually begins in young people around the time of puberty, involves extreme weight loss – at least 15% below the individual's normal body weight.</p> <p>Bulimia is an eating disorder characterized by the consumption of large amounts of food followed by unhealthy efforts to rid the body of excess calories. There are two sorts of bulimia: purging bulimia and non-purging bulimia. Purging bulimics purge by vomiting; abusing laxatives or diuretics, or enemas. Non-purging bulimics purge by exercising obsessively, fasting, or strictly dieting. Some bulimics use a combination of purging and non-purging.</p> <p>Binge eating is a disorder that resembles bulimia. Like bulimia, the disorder is characterized by episodes of uncontrolled eating or bingeing; however, unlike bulimics, binge eaters do not attempt to rid the body of calories. Individuals with a binge eating disorder feel that they lose control of themselves when eating. They eat large quantities of food and do not stop until they are uncomfortably full. Usually, they have more difficulty losing weight and keeping it off than other people with serious weight problems. Most people with the disorder are overweight or obese and/or have a history of weight fluctuations, either in their own life or in their family's past.</p> <p>How to appreciate your body image:</p> <ul style="list-style-type: none"> • Accept those things about your body that you cannot change. • Focus on your positive qualities, skills and talents; this can help you accept and appreciate your whole self • Say positive things to yourself every day • Avoid negative or berating self-talk • Set positive, health-focused goals rather than weight loss-related ones | <p>Group work/ Discussion</p> <p>Research/ Presentation</p> | <p>Reflective Question: How easy/hard is it for me to be influenced by others to think positively or negatively about my body image?</p> <p>Have I ever done something that may contribute to someone feeling sad or hurt about his/her body image?</p> <p>In groups, students review pictures of models and other famous people such as actors and actresses. They will discuss the body images that are being portrayed in the media and how these may affect young people. Possible Questions:</p> <ul style="list-style-type: none"> • What are some of the factors that influence how we feel about ourselves? • Are all body types portrayed in a positive light? • What kinds of messages or images are being portrayed by this picture? • Is there pressure on adolescents to look a certain way? • Is this pressure greater for girls or boys? <p>Students are divided into small groups and each group is assigned an eating disorder (anorexia, bulimia or binge eating). Groups will present their research findings and personal reflections on how they perceive their body image.</p> | <p>Students' responses indicate competence in the application of critical thinking skill in analysing factors that contribute to how they feel about their body image</p> <p>Presentations accurately depict how eating disorders can occur because of negative body image</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| | <ul style="list-style-type: none"> Avoid comparing yourself to others; accept yourself and remember that everyone is unique and differences are what make us special. Remember, we are created in God's image with our distinctive qualities. Remember, many media images are unrealistic and represent a minority of the population. Remember that there are different body types. Eat healthily. Do not go on a crash diet. Exercise. <p>One of the best ways to feel good about your body is to work on having a healthy one! Exercising and eating nutritious food are key to developing a strong and fit body, and a positive attitude towards yourself. Use spiritual/inspirational affirmations such as those given in holy books to motivate yourself.</p> <p>What are some ways to keep a positive attitude?</p> <p>In addition to appreciating your body, you can develop a positive attitude by defining an identity for yourself that is not based on looks or other people's opinions:</p> <ul style="list-style-type: none"> Focus on your unique qualities. Focus on your education: Learning gives you the power to make a difference in your life and the lives of others. Participate in a variety of sports or activities: This can be a great way to stay healthy and fit, which adds to a positive body image. Take up a new hobby or learn to play an instrument: Take time to find your hidden talents! Set and reach new goals: Having something to look forward to can give you a sense of pride and help you work through different challenges throughout your life. Be an inspiration to others: Share advice and offer encouragement to others on ways to cope with social situations and build confidence. | <p>Game</p> <p>Creative Arts</p> | <p>Students will engage in the game called "You Are More Than a Body". Teacher will tape a blank sheet of paper on each student's back.</p> <p>Students will move around the class and write one quality that they admire in each person they encounter. The aim is to make students realize that people will like and notice qualities in an individual which may have not been recognized by that individual. This is important in helping students recognize that their body image is based on more than their physical appearance.</p> <p>Students will express the impact that this activity had on them by answering the following reflective questions:</p> <ul style="list-style-type: none"> How do I feel hearing some of the qualities that my peers observe in me? How can I maintain my positive qualities to portray a healthy body image? <p>In groups, students prepare slogans using attitude phrases that speak to having a positive body image. They will put the slogans on graffiti boards to allow other students to write statements and names (their own or others) to show support. These will be placed around the school compound to motivate students to appreciate their body image.</p> | <p>Responses given depict an accurate application of self-awareness skill (in identifying positive qualities) and value/virtue such as empowerment or acceptance</p> <p>Slogans creatively designed to illustrate assertiveness or advocacy skill along with appropriate value/virtue such as empowerment or acceptance to promote positive body image</p> |

GRADE 9 Theme: Self and Interpersonal Relationships

Module 1: Understanding Self

Unit 2: Building Healthy Relationships

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

1. Understand the importance of effective communication to the development of healthy relationships.
2. Grasp the significance of the challenges that can occur due to poor communication.
3. Apply communication skills to improve relationships.

Core Values: Ethical lenses – 1. Rights and responsibility, 2. Appropriate use of power, 3. Self-enhancing relationship, 4. Stewardship/service

Topic 1: Communication with my Family and Peers

Life Skills: Social: Effective Communication, Assertiveness

Cognitive: Critical thinking, Problem solving

Coping: Self-awareness

Values/Virtues: Attentiveness, Composure, Fairness, Respect, Support, Collaboration, Tolerance

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| <p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> • Describe the styles of communication that may occur with family members and peers • Propose plans/strategies for improving communication with family members and peers • Show a willingness to communicate effectively, with respect and tolerance | <p>The way we communicate with one another is important for our relationships to be healthy. Communication is the process of sending and receiving information and involves both verbal and non-verbal patterns.</p> <p>There are three basic styles of communication: passive, aggressive and assertive.</p> <p>In passive communication, individuals avoid expressing their opinions or feelings and identifying and meeting their needs. Passive communicators do not respond overtly to hurtful or anger-inducing situations. Instead, they allow grievances and annoyances to mount, usually unaware of the build-up. But once they have reached their high tolerance threshold for unacceptable behaviour, they are prone to explosive outbursts, which are usually out of proportion to the triggering incident. After the outburst, however, they may feel shame, guilt, and confusion, so they return to being passive. Passive communicators' body language may include</p> | <p>Discussion/ Group work/ Role-play</p> | <p>Students will be placed into small groups and given small cue cards with descriptions of behaviours that may occur in the three styles of communication. They will brainstorm how to align the descriptors to their style of communication as they place their answers under passive, aggressive and assertive. Some descriptors that can be placed on the cue cards are:</p> <p>Passive: biting fingernails, minimal or no eye contact, head down, muffled or mumbled speech, nervousness and timid voice</p> <p>Aggressive: shaking fist, crossing arms, standing uncomfortably close, raising voice, using swear words. Put down remarks and intense stares.</p> <p>Assertive: making eye contact, sitting up straight, smiling, calm, looks interested, eyebrows lifted and speaks</p> | <p>Role-plays effectively illustrate the various styles of communication</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategies | Activities | Assessment |
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| <ul style="list-style-type: none"> Practise social skills in improving communication to help build healthy relationships | <p>covering the mouth and avoiding eye contact. In aggressive communication, individuals express their feelings and opinions and advocate for their needs in a way that violates the rights of others. Aggressive communicators are verbally and/or physically abusive. Aggressive communicators are easily identified by their demanding, manipulative, angry and self-promoting behaviour. Aggressive communicators might be sarcastic, blame others, shout, boast, use threats, use condescending remarks and use putdowns. The body language of an aggressive person may include fist-clenching, crossed arms, scowls, or staring.</p> <p>Assertive communication expresses beliefs, feelings, opinions and thoughts in an open, respectful manner that does not violate the rights of others. These individuals value themselves, their time, and their emotional, spiritual, and physical needs and are strong advocates for themselves while being very respectful of the rights of others. Assertive communicators use actions and words to express their boundaries calmly with an air of confidence.</p> <p>Communication among family members and peers is very crucial for developing healthy relationships; however, sometimes the ways we communicate do not show respect and tolerance for each other. Three basic strategies that can be used along with the life skills effective communication and assertiveness, to improve communication are:</p> <ol style="list-style-type: none"> Be aware of your body language; use body language aligned with the assertive style of communication. Show genuine interest in the person with whom you are speaking; utilize the steps of effective communication for listening. Practice assertive communication. Train yourself to respond in this way to avoid the | <p>Self-Evaluation</p> <p>Case Scenarios/ Simulation</p> | <p>with confidence. Based on the answers given, each group will be assigned one style of communication to role-play how it may occur between family members and peers.</p> <p>Reflective Question: How can I be more constructive in my responses to my family members and peers?</p> <p>Print hand-out titled, 'Communication Styles' (p. 362-363). Remove the label from the different styles before printing for students. Students will complete the instrument to evaluate their communication style (see appendix). Students will then share what they learned about how they communicate and with the reflective question in mind propose strategies for improvement.</p> <p>In small groups, students will be given various communication scenarios between family members and peers. They will brainstorm strategies to improve effective communication based on the scenario which they will simulate for the class. Example: You and your older sister share a bedroom. You are preparing for your Maths Mock Exams. She comes into the bedroom and starts playing Candy Crush on her phone with the sound unmuted. The sounds of the game and those coming from her excitement are extremely distracting. Passive Response: You keep looking at her each time you hear a sound, quietly expecting her to turn off the sound and tone down.</p> | <p>Students' responses depict effective application of two steps of self-awareness skill (Analyse the behaviours that improve and/or worsen your performance/ conduct and explore ways in which you can improve your behaviour for the future), along with appropriate value/virtue such as respect, support or attentiveness</p> <p>Simulations demonstrate students' competence in utilizing steps in effective communication skill (listening and speaking) along with value/ virtue such as attentiveness, respect or tolerance</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| | <p>misinterpretations of tone and intent that can depict the passive and deconstructive ways of communication.</p> <p>Communication is sometimes hindered by sarcasm, moralizing, judging and interpreting. Individuals often need help to learn the strategies for improving communications to minimize barriers and misconceptions which can lead to someone being emotionally hurt.</p> <p>It is important to ensure that the lines of communication are kept open and that the two-way process of communication works. It is important to listen, respect the other speaker, be non-judgmental and respect the privacy of others. Openness and confidentiality are also required.</p> <p>Extended Learning See <i>Mental Health High School Curriculum Guide</i> on pages 58 and 116.</p> <p>Module 1: The Stigma of Mental Illness Activity #3: Video-Digital Storytelling Purpose: To provide students with an opportunity to learn that a person who has a mental illness is a person. The illness does not define who they are.</p> <p>Module 4: Experience of Mental Illness and the Importance of Family Communication Activity #2: How Do I Teen My Parent? Purpose: To stress the importance of positive communication between parents and teens</p> <p>Module 6: The Importance of Positive Mental Health Activity #3: Modulating the Intensity of Stress Response Purpose: To help students differentiate positive from negative activities that they can do to lessen the intensity of the stress response.</p> | <p>Role Play</p> | <p>Aggressive Response: Throw a pillow in her direction. "Are you blind, don't you see me studying? You are so selfish!"</p> <p>Provide a more assertive response to your sister that may minimize negative effects on the relationship.</p> <p>Provide a more constructive response to your friend that may minimize negative effects on the friendship.</p> <p>Reflective Questions: How do I feel when my friends say positive things to me? How do I feel when my ideas are validated by my friend?</p> <p>Reflective Question: How can I improve my communication with my family members and peers?</p> <p>Students will produce skits showing how they can verbally communicate with family members or peers about a problem. Issues may include talking to the following:</p> <ul style="list-style-type: none"> Communicating to family members about doing chores, getting lunch money on time, watching TV or time spent on cell phones and other electronic devices. Communicating to a friend about being hurt by something he/she has done, asking him or her to stop engaging in risky behaviour or providing support to a friend going through a difficult time. | <p>Role plays depict effective use of communication or assertiveness skill along with appropriate value/virtue such as respect, fairness, collaboration or composure</p> |

THEME: SELF AND INTERPERSONAL RELATIONSHIPS

MODULE 2: COPING WITH RISK AND ADVERSITY

Acquire coping skills which will enable them to shun behaviours and lifestyles associated with crime, drugs, violence, motor vehicle accidents and other injuries.

About the Module

Students need to practise skills that reduce their involvement in risky behaviours. Crime, violence, bullying, use of alcohol and other drugs and motor vehicle accidents and other injuries threaten the fabric of Caribbean society and the lives of Caribbean youth. The acquisition of coping skills will increase students' ability to assume a responsible role in all aspects of personal, family and community living.

Key Skills

Coping Skills (healthy self-management, self-awareness)

Social Skills (communication, interpersonal relations, assertiveness, conflict resolution, mediation, anger management)

Cognitive Skills (critical thinking, creative thinking, problem solving, decision making)

GUIDANCE FOR THE TEACHER

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

LINKS TO OTHER SUBJECTS: Social Studies, Religious Education

GRADE 9 Theme: Self and Interpersonal Relationships

Module 2: Coping with Risk and Adversity

Unit 1: Developing Emotionally

Learning Goals: By the end of this unit, students should be able to:
 1. Understand their emotional responses to situations.
 2. Appreciate the importance of managing emotions.
 3. Practise good stress management techniques in their daily lives.

Core Values: Ethical lenses – 1. Rights and responsibility 2. Appropriate use of power 3. Self-enhancing relationship, 4. Stewardship/service

Topic 1: Stress Management --Take a Deep Breath

Life Skills: Social: Communication, Assertiveness
 Cognitive: Critical thinking, Problem-solving
 Coping: Self-awareness, Coping with Stress, Healthy Self-Management

Values/Virtue: Composure, Empowerment, Insightful, Moderation, Motivation, Resilience, Perseverance

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| <p>At the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> Formulate a definition for stress Examine common stressors for teens Modify negative reactions to positive ones in dealing with stressors | <p>Stress is our body’s response to change, pressures, tension and the demands of everyday life. The body prepares for fight or flight in response to the stressors (situations or stimuli that cause stress) we face. The stressor can be positive (preparing for an exam, having a new brother or sister, graduation). A stressor can also be negative such as a death or loss. When the negative stressors in our lives outweigh the positive ones and persist for a long time without resolution persons may become distressed.</p> <p>Signs of being stressed can be physical, behavioural or emotional. Physical signs include increased heart rate, diarrhoea, inability to sleep or concentrate, tiredness, stomach aches and weight loss/gain. Behavioural signs include poor academic performance, inability to concentrate, withdrawal from friends and nail-biting. Emotional signs include crying easily, blaming others and feeling isolated and depressed.</p> | <p>Brainstorming</p> <p>Article Review/ Discussion</p> | <p>Students will depict their understanding of stress by sharing their experiences and then brainstorm a definition for the term.</p> <p>Students will review and discuss the article titled, “What Stresses You Out About School?” on Teens Health website, using this link, https://teenshealth.org/en/teens/school-stress.html?ref=search&WT.ac=msh-t-dtop-en-search-clk# (This maybe projected or compiled and printed as a hand-out). This will allow them to examine common stressors that occur in school and other areas of a teenager’s life. They will also provide their recommendations or solutions to the situations presented in the article.</p> | <p>Students’ responses indicate a clear and accurate understanding of the concept of stress</p> <p>Students’ responses reflect an accurate understanding of school-related stressors and effective use of problem solving skill to propose appropriate strategies to address these stressors</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| | <ul style="list-style-type: none"> • Be more assertive • Manage your time better <p>ADAPT to the stressor</p> <ul style="list-style-type: none"> • Reframe problems • Look at the big picture • Adjust your standards • Focus on the positive <p>ACCEPT the things you can't change</p> <ul style="list-style-type: none"> • Don't try to control the uncontrollable • Look for the upside • Share your feelings • Learn to forgive <p>Other strategies that can be used are:</p> <p>Make time for fun and relaxation</p> <ul style="list-style-type: none"> • Set aside relaxation time • Connect with others • Do something you enjoy every day • Keep your sense of humour <p>Adopt a healthy lifestyle</p> <ul style="list-style-type: none"> • Exercise regularly • Eat a healthy diet • Avoid alcohol, smoking, and drugs • Get enough sleep | Simulation | <p>Bring towels and lie on the floor and allow students to share and practise relaxation strategies they have used in stressful situations such as deep breathing techniques. Play soft relaxing music while students share and practise.</p> <p>Extended Learning See <i>Mental Health High School Curriculum Guide</i> pages 71- 76.</p> <p>Module 2: Understanding Mental Health and Mental Illness Activity #3: Language Matters Purpose:</p> <ul style="list-style-type: none"> • To help understand how the words that we use can help us better understand what mental health state category we or others are in. • To learn how to use specific words to more clearly describe how we are feeling. <p>Activity #4: Language in the Media Purpose: To help students critically evaluate how the media can either positively promote or mislead audiences when it comes to mental health and mental illness.</p> <p>Module 5: Seeking Help and Finding Support Activity #1: Treatment and Recovery Purpose:</p> <ul style="list-style-type: none"> • The PowerPoint "Treatment and Recovery" discusses what treatments are available and what they do (as well as what recovery means). • Students should understand that most mental disorders can be effectively treated and that help-seeking is the key to recovery. | Students' responses depict effective application of healthy self-management or coping with stress skill along with appropriate value/virtue such as resilience or empowerment |

GRADE 9

Theme: Self and Interpersonal Relationships

Topic 2:

Teen Suicide Prevention

Life Skills:

Social: Communication, Empathy, Advocacy

Cognitive: Critical thinking, Problem-solving

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

Values/Virtue:

Concern, Courage, Comfort, Support, Optimism, Resilience

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| <p>At the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> Examine the concepts of suicide, suicide attempt and suicide ideation Analyse risk factors that may lead to suicide, suicide attempt and suicide ideation Initiate appropriate responses to aid in suicide prevention Demonstrate social skills to bring awareness of and help to prevent teen suicide | <p>Suicide is the act of killing yourself. A suicide attempt is an incident in which a person tries to commit suicide but survives. Suicidal ideation, or suicidal thinking, is the contemplation of ending one’s own life. These types of thoughts may arise in people who feel hopeless or believe they can no longer cope with their life situation.</p> <p>In 2012, the Ministry of Health conducted research which found that approximately 20% of Jamaica’s mid-adolescents are at risk of committing suicide. The research further revealed that more females expressed suicide ideation and attempted suicide, but more males committed suicide. (Jamaica Observer, September 15, 2014).</p> <p>Research shows that risk factors for suicide include depression, mental disorders, and substance-abuse disorders. More than 90% of people who die by suicide have these risk factors.</p> <p>For information on Myths about Teen Suicide see the resource on pages 35- 36.</p> <p>STUDENTS WHO ARE AT RISK</p> <ul style="list-style-type: none"> Have attempted suicide previously, especially if problems and other recurring concerns were not completely resolved | <p>Research/ Discussion</p> <p>Video Presentation/ Discussion</p> <p>Case Study/ Graphic Organizer/ Presentation</p> | <p>Students will research the concepts of suicide, suicide ideation and suicide attempt. Their findings will be discussed to highlight the differences between the three concepts.</p> <p>Students will watch a news video entitled, about a 12-year-old teen who committed suicide on Facebook Live: https://www.insideedition.com/videos/11921-12-year-old-girl-commits-suicide-on-facebook-live. In small groups based on the video and other experiences, they will discuss factors that may trigger suicide ideation, suicide attempt and suicide.</p> <p>Reflective Question: Am I coping effectively with stressors that can trigger suicide ideation?</p> <p>Reflective Questions:</p> <ul style="list-style-type: none"> What can I do to help if my friend is showing signs of being suicidal? What can I do to help a friend who attempted suicide? <p>As students consider the reflective questions, the following headings -- Suicide Myths, At Risk, Warning Signs of Suicide and Verbal Signs of Suicide – will be placed on poster paper around the</p> | <p>Students’ responses indicate a clear and accurate understanding of each concept</p> <p>Students’ responses competently reflect concern for the family and risk factors that may lead to suicide, suicide attempt and suicide ideation</p> <p>Graphic organizers and presentations depict an accurate</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment |
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| | <ul style="list-style-type: none"> • Low self-esteem • In trouble with the law • Suffering from depression • Have been abused, molested, or neglected • Abuse of drugs and/or alcohol • Perfectionists • Struggling with same-sex attraction • Dysfunctional families • Failing in school; potential dropouts <p>WARNING SIGNS OF SUICIDE</p> <ul style="list-style-type: none"> • A recent suicide in the family or friend. • Trouble coping with recent losses, death, divorce, moving, break-ups, etc. • Experience with a traumatic event. • Making final arrangements, such as writing a will or eulogy, or taking care of details (i.e. closing a bank account). • Gathering of lethal weapons (purchasing weapons, collecting pills, etc.). • Giving away prized possessions such as clothes, sports equipment, treasured jewellery, etc. • Preoccupation with death, such as death and/or 'dark' themes in writing, art, music lyrics, etc. Note that today's music has more of this and is not necessarily related to suicidal feelings. • Sudden changes in personality or attitude, appearance, chemical use, or school behaviour | | <p>classroom. Each heading will be discussed to allow students to relate their perceptions and experiences. They will be placed in 4-6 small groups. Each group will be given a different case study centred on a teen who committed suicide.</p> <p><i>Example: HALEY'S STORY</i> <i>Haley was sixteen and had been dealing with depression since she was 12 years old. She never felt quite right in high school, feeling like she didn't fit in. She started using alcohol regularly and then marijuana.</i></p> <p><i>Most of her old friends didn't do this, so she started hanging around with a different group of teenagers. She put herself at risk by having unprotected sex with friends in the group. Since school didn't seem important anymore, she started skipping classes.</i></p> <p><i>She was sinking lower and lower and thinking that it was not going to get any better. She told her mother that she accidentally threw away her prescription anti-depressant drugs and needed a new bottle. Her mother got the bottle refilled. She told her friends that "life wasn't worth living," and said she was going to run away the next weekend. Thinking she wasn't going to be home, her friends didn't call on Friday or Saturday. Her parents found her dead from a pill overdose on Saturday night in the park after a long search.</i></p> <p>Each group will read and analyse their story to explain what is going on under these categories: At-Risk Group Warning Signs Verbal Warning Preventable Method</p> | <p>understanding of suicide, at-risk groups, warning signs, and proficient use of the steps in critical thinking or creative thinking skill along with value/virtue such support or concern to propose strategies for suicide prevention</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| | <p>VERBAL SIGNS OF SUICIDE</p> <ul style="list-style-type: none"> • “I can’t go on anymore” • “I wish I was never born” • “I wish I were dead” • “I won’t need this anymore” • “My parents won’t have to worry about me anymore” • “Everyone would be better off if I was dead” • “Life sucks. Nobody cares if I live or die” <p>What to do if you know a friend who is thinking about suicide:</p> <ol style="list-style-type: none"> 1. Take it seriously, even if your friend brushes it off. Suicidal ideation (continual suicidal thoughts) is not typical, and it reflects a larger problem. 2. Be a good listener but remember that having suicidal thoughts reflects a bigger underlying problem such as depression, substance problems, abuse, or problem-solving difficulties. You can listen, but your friend needs to speak to a professional. 3. Report it immediately. An angry friend is better than a dead friend. 4. If the threat is immediate stay with the person. 5. Encourage our friend to talk to a trusted adult. <p>Thirty percent of those who attempt suicide tell someone before, but many do not tell anyone after.</p> | <p>Stimulus Activity</p> | <p>They will write their answers using a graphic organizer format and present them to the class.</p> <p>In small groups, students will gather information about suicide. Information gathered will be used to create a teen-friendly media campaign that includes an educational brochure, poster, factsheet, video, or info-graphic to be disseminated or shared among their school community. The main areas to be highlighted are:</p> <p>Definitions, Statistics (national and global), Who is at Risk, Warning Signs, What to Do if You Suspect Someone is Thinking about Suicide and Where to Get Help.</p> <p>Extended Learning <i>See Mental Health High School Curriculum Guide pages 80 -110, 116, 121 & 127</i></p> <p>Module 3: Information on Specific Mental Illnesses Activity #2: PowerPoint Presentation- Common Mental Illnesses Purpose: <i>The PowerPoint “Common Mental Illnesses” provides an overview of the common mental illnesses.</i></p> <p>Activity #3: Understanding Common Mental Health Disorders Found in Teenagers Purpose: <i>To provide a solid understanding of the five most common mental disorders that are found in teenagers: ADHD, Depression, Panic Disorder, Social Anxiety Disorder and Obsessive Compulsive Disorder.</i></p> <p>Activity #4: Discussion Groups Purpose: <ul style="list-style-type: none"> • <i>To provide information about various common mental disorders.</i> </p> | <p>Media Campaign effectively illustrates the steps of advocacy skill along with appropriate value/virtue such as support or concern to increase awareness and aid the prevention of teen suicide that will</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| | <ul style="list-style-type: none"> • When someone tells you they are thinking about suicide, that is the moment for intervention • With each suicide attempt, the risk of suicide increases. <p>The Ministry of Health also offers mental health help through 139 community mental health clinics island-wide across all parishes. Additionally, all clinics offer screening and treatment or referral for common mental health disorders including depression.</p> <p>There are also 20 child guidance clinics island-wide to facilitate children and adolescents. In schools, guidance counsellors are trained to provide help, support and make referrals so that students make the right decisions.</p> <p>World Suicide Prevention Day is an awareness day observed annually on September 10 to provide worldwide commitment and action to prevent suicides.</p> | | <ul style="list-style-type: none"> • To have students learn about these disorders and share their learning with others. <p>Activity #5: Sharing the Pieces Purpose:</p> <ul style="list-style-type: none"> • In this activity, the group reporters will share their new knowledge about their mental illness with others in the class. In this way, all students will gain an increased understanding of the mental illnesses covered in the unit. <p>Module 4: Experience of Mental Illness and the Importance of Family Communication Activity #2: How Do I Teen My Parent? Purpose: To stress the importance of positive communication between parents and teens</p> <p>Module 5: Seeking Help and Finding Support Activity #2: Getting Help Purpose: To describe a range of scenarios in which it would be important to tell or refer a problem to an appropriate adult.</p> <p>Activity #4: Support Strategies Purpose: To provide students with strategies for supporting friends and others who are having trouble coping because of mental health problems or mental illness.</p> | |

GRADE 9**Theme: Self and Interpersonal Relationships**

Module 2:

Coping with Risk and Adversity

Unit 2:

Conflict Management

Learning Goals:

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

1. Appreciate the importance of managing conflict.
2. Be cognizant of the causes and effects of violence in our society and the ways of reducing same.
3. Utilize social skills to minimize conflicts that can lead to youth violence

Core Values:

**Ethical lenses – 1. Rights and responsibility 2. Appropriate use of power
3. Self-enhancing relationship 4. Stewardship/service**

Topic 1:**Conflict Resolution – I am Part of the Solution****Life Skills:**

Social: Conflict Resolution, Conflict Management

Cognitive: Critical thinking, Problem solving

Coping: Self-awareness

Values/Virtue:**Respect, Responsibility, Prudence, Cooperation, Composure, Sobriety, Self-Control**

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| <p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> • Analyse strategies that can be used to prevent potential conflict situations from escalating • Exhibit awareness of personal responsibility in conflict situations | <p>Conflict is a difference of ideas and opinions.</p> <p>Basic Principles of Conflict: Conflict is natural, necessary, and normal How we manage conflict determines whether it is functional or dysfunctional – productive or destructive</p> <p>Conflict is natural. Conflict, to differing degrees, occurs daily in everyone’s life. Conflict in and of itself is not necessarily good or bad. It’s the way that conflict is handled that makes the outcome positive or negative. If handled effectively, conflict can create a good learning experience. If handled ineffectively, conflict can quickly escalate, even to physical and emotional violence.</p> <p>Students find themselves in precarious situations that often lead to escalated conflict with their peers. Conflicts arise in the classroom, lunchroom, library, school bus, playground, while standing in line, and any place where young people gather.</p> | <p>Research/ Graphic Organizer/ Presentation</p> | <p>Students in groups will research the following topics:</p> <ul style="list-style-type: none"> • What is Conflict? • Types of Conflict • Strategies Used to Manage Conflict • Benefits of Resolving Conflicts <p>Findings will be depicted on a graphic organizer, which will be presented to the class.</p> | <p>Graphic organizers and presentations depict an accurate understanding of conflict and conflict resolution and proficient use of the steps in critical thinking skill to analyse strategies to prevent negative conflicting situations</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| | <p>helps the parties to talk with one another and to listen to one another's grievances. Through this exchange of information, parties gain insight into each other's feelings about the situation, and they achieve understanding and respect.</p> <p>The mediator focuses the discussion between the parties on problem-solving rather than blame and punishment. A mediator is ideal for facilitating collaboration and compromise.</p> <p>Benefits of Conflict Resolution Skills:</p> <ul style="list-style-type: none"> • Stronger relationships • Reduced tension • Enhanced problem solving skills • Increased understanding | <p>Role Play and Questioning</p> | <p>In small groups, students will be given different conflict scenarios to role-play. They will select one of the conflict management styles to resolve the issue. During the group's role-play, the other students will be given a Conflict Observation Sheet to assess the demonstration.</p> <p>Conflict Scenario Example: You are a student. You told a friend in confidence about someone you'd like to go out with. Over the next few days, several people make remarks to you about it. The next time you're alone with your friend, you talk about what happened. Use a conflict management style to role-play the interaction.</p> <p>Questions for Conflict Observation Sheet:</p> <ul style="list-style-type: none"> • Describe the conflict. What happened? • How did the persons involved in the conflict feel? • How did the conflict end? • Did anything change because of the conflict? If so, what? If not, why was there no change? • Was there a better way to resolve the conflict? If so, what? | <p>Role plays depict effective use of conflict management or conflict resolution skill along with appropriate value/virtue such as self-control, composure or cooperation</p> <p>Responses show a clear and accurate understanding of conflicting situations and effective application of conflict resolution skill</p> |

GRADE 9

Theme: Self and Interpersonal Relationships

Topic 2:

Preventing Youth Violence

Life Skills:

Social: Communication, Assertiveness, Conflict Management, Advocacy
 Cognitive: Creative thinking, Problem Solving
 Coping: Self-awareness, Coping with emotions

Values/Virtue:

Courage, Respect, Self-Restraint, Peace, Courtesy, Reverence, Prudence

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| <p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> Discern the prevalence factors and impact of youth violence in Jamaica Ascribe to non-violent actions to counteract the negative implications of youth violence Demonstrate the ability to use social skills that will assist in the prevention of youth violence | <p>Violence is the use of physical force that causes injury to a person or other living thing or damage to an object</p> <p>Youth violence refers to violence committed by young people aged 10-24; this typically includes physical force or power such as fighting, gang violence, assaults, bullying, homicide or threats with weapons. Violence among adolescents is an important issue in the Caribbean due to its adverse impacts. Jamaica has suffered from an epidemic of violence that has left many individuals dead and many more wounded and physically disabled. In Jamaica, young men are the main perpetrators as well as victims of crime.</p> <p>Factors Contributing to Youth Violence</p> <p>Individual Factors: Past exposure to violence, impulsiveness, weak school achievement, poor problem-solving skills</p> <p>Relationship Factors: Peer delinquency, parental conflict, limited parental monitoring and supervision</p> <p>Community Factors: Residential instability, weak economic growth and stability, gang activity, crime Societal Factors: Norms about the acceptability of violence, limited education and economic support and opportunities</p> <p>Some students will get involved in violent incidents</p> | <p>Guided Discovery/ Discussion</p> <p>Literary Arts Competition</p> | <p>In groups, students will read and analyse newspaper clippings and online news about youth violence in Jamaica to make notes on the following areas:</p> <ul style="list-style-type: none"> Forms of youth violence Factors contributing to youth violence Prevalence and impact of youth violence A whole-class discussion will be conducted for students to share their findings. <p>Reflective Questions:</p> <ul style="list-style-type: none"> How do I really feel about youth violence? Do my actions contribute to youth violence? Why? <p>Students will compete in a Literary Arts Competition focusing on non-violent actions to counteract youth violence. The top three pieces will be read and/or performed in P.T.A. meetings, general devotions or grade devotions; possibly submitted to a newspaper.</p> | <p>Students' responses indicate a clear and accurate understanding of the prevalence, factors and impact of youth violence in Jamaica</p> <p>Literary Arts entries depict effective application of decision making or conflict management skill along with appropriate value/ virtue such as peace, courtesy or prudence</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| | <p>as they see the need to be tough and not allow any kind of disrespect. Students need to learn there are nonviolent ways of dealing with disrespect using life skills such as problem solving, negotiation, conflict resolution and assertiveness.</p> <p>These life skills combined with the right values and attitudes such as respect and self-control will build their emotional intelligence to lessen violent reactions. Young people can employ various strategies to prevent youth violence, such as:</p> <ul style="list-style-type: none"> • Stop and think before saying or doing anything that could hurt others. • Stay in control and always act in nonviolent and respectful ways toward others. • Get help from a trusted adult to identify nonviolent solutions to problems. • Go to a safe place if you are upset, scared, or threatened. • Spend time with friends who make good choices and in places that are safe and supervised by adults. • Consider nonviolent alternatives to television programmes, movies, music, and video games that promote violence. • Get involved with sports, clubs, employment, or volunteer activities to develop skills, interests, and connections with peers and adults who make good choices. • Help others calm down when they're upset and let them know violence is never okay. • Support those who have been hurt by violence and let them know they are cared about and that violence in any form is never okay. • Show others how to be safe by avoiding alcohol and drugs. | <p>Case Scenarios and Role Play</p> <p>Creative Arts/ Walkathon</p> | <p>Different case scenarios of youth violence will be given to students in groups. They will role-play how they would use a non-violent strategy to counteract the potential negative implications of youth violence that may arise.</p> <p>Reflective Question: How can I prevent the negative impact of youth violence on my peers and myself?</p> <p>Students will develop a tagline to speak out against youth violence to be used in a week-long walkathon which will be conducted on the school's premises during the lunch period.</p> <p>The tag line will be placed on banners, and picket signs and the jingles will be used along with other messages to promote youth violence prevention.</p> <p>This activity may also be extended to the school's community once the proper protocols are put in place.</p> | <p>Role-plays illustrate effective application of conflict management or advocacy skill along with appropriate value/virtue such as peace, self-restraint or respect</p> <p>Promotional messages and materials developed depict effective use of advocacy or decision-making skill along with appropriate value/virtue such as self-restraint, peace or courage to prevent youth violence</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| | <ul style="list-style-type: none"> • Get involved in or start a youth violence prevention program in school or the community • Share with others how your religious faith has kept you grounded and deter you from violence | | | |

GRADE 9**Theme: Self and Interpersonal Relationships**

Module 2: Coping with Risk and Adversity

Unit 3: Reducing Risky Behaviours

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

1. Become aware of factors that lead to risky behaviours.
2. Appreciate the importance of avoiding/reducing risky behaviours.
3. Use cognitive and social skills in making decisions to avoid risky behaviours.

Core Values: **Ethical lenses – 1. Rights and responsibility, 2. Appropriate use of power, 3. Self-enhancing relationship, 4. Stewardship/service**

Topic 1: **Alcohol: The Worst Drug of All**

Life Skills: Social: Advocacy, Refusal, Negotiation
Cognitive: Critical thinking, Problem solving
Coping: Self-awareness

Values/Virtues: **Responsibility, Moderation, Self-Control, Resoluteness, Sobriety, Prudence**

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| <p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> • Describe the effects of drinking alcohol • Justify the importance for teenagers to avoid underage drinking • Develop effective alcohol prevention messages to advocate against underage drinking | <p>Alcohol continues to be the most widely used drug in Jamaica, with 40 per cent of the population or four out of every 10 people reporting that they currently use the substance. This is according to the Household Drug Survey conducted by the National Council on Drug Abuse (NCDA) in 2016. The survey also measured underage drinking. Fifteen per cent of children ages 12 to 17, reported that they currently use alcohol. The average age of first use of alcohol was 15 to 16 years in males, with females starting at a later age.</p> <p>Research indicates that alcohol use may lead to physical, psychological and social problems. Alcohol is widely considered the most harmful drug due to its ease of access, potential negative effects and the prevalence of dependence; approximately 76 million people worldwide suffer from alcohol dependence.</p> <p>Alcohol is the most commonly used drug among adolescents. Teenagers experiment with alcohol to test boundaries or they succumb to peer pressure. Alcohol use by teens can lead to various risks such as:</p> | <p>Quiz/ Discussion</p> <p>Research/ Graphic Organizer</p> <p>Debate</p> | <p>Students will be given an Alcohol Truth and Myth Quiz provided on page 39. After completion, the answers will be discussed as a gateway to discovering some of the harmful effects of drinking alcohol.</p> <p>In small groups, students will research the physical, psychological and social effects of drinking alcohol. They will present the information using a graphic organizer.</p> <p>Students debate the moot, “The age limit for purchasing alcohol should be lowered.” Students can be divided into three groups. One group forms the proposition; one forms the opposition and the others act as judges. Students opposing should</p> | <p>Students’ responses indicate an accurate understanding of the effects of drinking alcohol</p> <p>Graphic organizers clearly and accurately categorized the effects of drinking alcohol</p> <p>Arguments presented illustrate competence in the application of critical thinking skill to use logical</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| | <ul style="list-style-type: none"> Unsafe/unplanned sexual behaviour Poor academic performance Motor vehicle accidents Binge drinking leading alcohol dependence/addiction Having a permanent record of erratic or embarrassing behaviour on social media due to drinking alcohol Increased depressive moods, suicidal thoughts and violence Lifelong brain damage, impairment of brain functions and other health-related conditions such as liver cirrhosis and hypertension <p>Strategies to combat underage drinking:</p> <ul style="list-style-type: none"> Build students’ life skills to help them identify and resist internal pressures (anxiety and stress) and external pressures (peer pressure and advertising) to use drugs Alcohol counter-advertising on all forms of media Enforcing the law about the age limit to drink alcohol; vendors should receive harsher penalties for providing alcohol to underage children Using peer educators to assist in creating awareness about the dangerous effects of alcohol Encourage students to get involved in extra-curricular activities that will absorb excess leisure time that can lead to undesirable behaviours Improve parent-child relations by using positive reinforcement, communication and problem-solving skills, and providing consistent discipline and rulemaking. Parents also need to carefully monitor their children’s activities during adolescence. <p>November is Drug Awareness Month and is used to bring attention to substance misuse in Jamaica. The National Council on Drug Abuse (NCDA) spearheads the activities. Visit their website for information on substance misuse: http://ncda.org.jm/index.php</p> | <p>Group work/ Roleplay</p> <p>Brainstorming Creative/ Performing Arts</p> | <p>emphasize reasons for avoiding underage drinking.</p> <p>Reflective Questions:</p> <ul style="list-style-type: none"> What would I do if I was pressured by my peers to drink alcohol? How can I ensure that I build resistance to underage drinking? <p>After reflecting in their journals, students will read ‘Richie’s Story’ (see appendix on p. 41). In groups, they will discuss the story and develop a role-play showing other choices Richie could have made. The role-play should also incorporate students making personal pledges to avoid underage drinking.</p> <p>Students will brainstorm the various methods they could use to tell others about the risks of underage alcohol use and alternative activities to drinking. Ideas might include:</p> <ul style="list-style-type: none"> Create posters to display in classrooms, on community bulletin boards and in workplaces. Create brochures to place in the school library. Create and perform skits in a school-wide assembly. Create a message for a PTA newsletter encouraging parents to talk about this topic with their children. <p>Students will then be divided into small groups and select one method they will implement at school using their creativity.</p> | <p>arguments to the debate</p> <p>Role-plays effectively illustrate refusal or negotiation skill along with appropriate value/virtue such as sobriety, self-control or moderation</p> <p>Creative/ Performing Arts show competence in the application of problem solving or advocacy skill along with appropriate value/virtue such as prudence or resoluteness to prevent underage drinking</p> |

GRADE 9

Theme: Self and Interpersonal Relationships

Topic 2:

Gambling – Don’t Bet Your Life on It!

Life Skills:

Social: Communication, Refusal, Negotiation
 Cognitive: Decision making, Critical thinking
 Coping: Self-awareness, Healthy Self-management

Values/Virtues:

Self-Restraint, Wisdom, Aspiration, Self-discipline, Prudence, Courage

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| <p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> Define the terms gambling and problem gambling Examine activities committed by students that can be considered gambling Justify the importance of avoiding gambling Demonstrate social skills to avoid situations that may lead to gambling | <p>Gambling is participating in a game of chance or betting money on the probable outcome of an activity. If money or anything of value is being risked on an unknown outcome, it can be considered gambling.</p> <p>Gambling includes games of chance and skill. Games of chance include the lottery, scratch-and-win games, and raffles. Skill games include racetrack betting, playing poker and other casino-style games. In Jamaica, gambling that is not authorized by the Betting Gaming and Lotteries Commission is illegal and a criminal offence. According to the Betting, Gaming and Lotteries Act, it is also illegal for persons under the age of 18 to be involved in gambling activities. A convicted person may be required to pay a fine of up to one million dollars or serve a sentence of three months' imprisonment.</p> <p>Gambling at a young age can lead to problem gambling and is associated with increased rates of a variety of risk behaviours such as alcohol use, substance use and violence.</p> <p>Problem gambling is the term used to describe gambling behaviours which cause harm to the gambler and/or others close to them. It is a chronic disorder marked by an uncontrollable urge to gamble. Problem gambling is also referred to as gambling addiction. It can lead to</p> | <p>Video Presentation/ Discussion</p> | <p>Students will watch a YouTube video titled, Teen Gambling: It's A Risky Deal: https://www.youtube.com/watch?v=SajkMTrqzVE. The following questions will be placed on the writing board before viewing the video:</p> <ul style="list-style-type: none"> What is gambling? What are the different forms of gambling that can start from an early age? What are the myths about gambling? What is problem gambling? <p>In small groups, students will discuss the main highlights of the video. Answers and commentaries will be examined as a whole-class discussion.</p> <p>Reflective Questions:</p> <ul style="list-style-type: none"> If I get involved in gambling how will it impact my school performance? How can gambling affect my relationships with my peers? Am I willing to take the risk of being affected by the negative consequences of gambling? Why? Why should I encourage myself to avoid gambling? | <p>Students' responses indicate a clear and accurate understanding of the concepts of gambling and problem gambling</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| | <ul style="list-style-type: none"> • lessened in recent weeks or months. • The individual's behaviour and attitude have changed, becoming more secretive, defensive or aggressive, which may suggest unexposed gambling or other hidden activities. • He or she speaks openly and frequently about an interest in gambling or borrowing money. • The child becomes extremely competitive and interested in winning and "being right." <p>A person who suffers from such an addiction usually needs professional help from trained counsellors and psychologists to help modify behaviour. Support from self-help groups and family members may also be required.</p> <p>Prevention The ideal prevention strategy to combat underage gambling is to educate children about gambling and its risks. Teach them life skills and values that they can appropriately apply when faced with situations that will lead to gambling. They should know the risks and adverse effects of gambling just as they would be taught about drug use.</p> <p>Please use the link below to receive an e-book on underage gambling. http://knowtheodds.org/wp-content/uploads/2013/05/NYCPG_ebook_YouthGambling_052114.pdf</p> | <p>Case Scenarios/ Performing Arts</p> | <p>In groups, students will be given case scenarios about the potential negative consequences of gambling. They will demonstrate, using any performing arts method, how they will use an appropriate life skill to resist getting involved in gambling.</p> | <p>decision making skill along with appropriate value/virtue such as aspiration or self-discipline</p> <p>Performing Arts show competence in the application of negotiation or refusal skill along with appropriate value/virtue such as courage or wisdom to avoid gambling activities</p> |

THEME: SELF AND INTERPERSONAL RELATIONSHIPS

MODULE 3: RESPECT AND TOLERANCE FOR SELF AND OTHERS

Respect the rich diversity that exists among Caribbean peoples as a valuable resource for the sustainable development of the region within the framework of democratic and ethical values.

About the Module

Students must be committed to valuing and respecting the rich diversity (cultural, ethnic and religious) of the people of the Caribbean and demonstrate awareness that survival in a global economy demands that we pool our individual and collective resources. They must maximise their potential as contributors to sustainable development while embracing core values and democratic ideals.

Key Skills

Coping Skills (healthy self-management)

Social Skills (communication, interpersonal relations, assertiveness, refusal, negotiation)

Cognitive Skills (critical thinking, creative thinking, problem solving, decision making)

GUIDANCE FOR THE TEACHER

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

LINKS TO OTHER SUBJECTS: Social Studies, Religious Education

GRADE 9 Theme: Self and Interpersonal Relationships

Module 3: Respect and Tolerance for Self and Others

Unit 1: Getting Along with Others

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

1. Understand the importance of showing respect for diversity of origins and opinions.
2. Value the significance of individuals of diverse cultures and age groups.
3. Use life skills to interact positively with others

Core Values: Ethical lenses – 1. Rights and responsibility, 2. Appropriate use of power, 3. Self-enhancing relationship, 4. Stewardship/service

Topic 1: The Road to Tolerance for My Caribbean People

Life Skills: Social: Communication, Advocacy

Cognitive: Creative thinking, Empathy

Coping: Healthy Self-management, Self-awareness

Values/Virtues: Tolerance, Understanding, Caution, Acceptance, Courtesy, Compassion, Support

| Objectives | Points to Note/Guidance to Teacher | Strategies | Activities | Assessment Criteria |
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| <p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> • Explain the terms intolerance, prejudice, stigmatization, discrimination, diversity and tolerance • Analyse the impact of intolerance on an individual's human rights | <p>The Universal Declaration of Human Rights prominently states that all human beings are born free and equal in dignity and rights. Unfortunately, due to intolerance, prejudice, stigmatization and discrimination, some persons are being denied this right.</p> <p>Our Caribbean people are diverse in many ways; we may differ in personality, shape, physical features, health status, of ethnicity, beliefs, culture and religion. To ensure that people's human rights are protected, respected and upheld, tolerance is extremely important in dealing with the diversity among Caribbean people.</p> <p>Tolerance is the ability or willingness to have a fair and objective attitude to opinions or behaviour that one dislikes or disagrees with.</p> | <p>Simple Mathematical Equations, Research and Discussion</p> | <p>The following words and phrases will be placed randomly on the chalkboard and assigned to different groups:</p> <p>Hate, love, inequality, justice, prejudice, stigmatization, freedom, intolerance, acceptance, discrimination, human rights, tolerance, diversity, war, hate crimes, slavery, liberation, peace and solidarity.</p> <p>Students will brainstorm, research and discuss the definitions of the words. They will also explore the definitions and connections between words. The students will be asked to give examples of the negative actions experienced by Caribbean people.</p> <p>Note to HFLE Teacher: <i>Use dictionary definitions to provide clarification.</i></p> | <p>Responses are accurate, logical and depict a clear and accurate understanding of the stated concepts.</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria | | | | | | |
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| <ul style="list-style-type: none"> Justify the importance of being tolerant of the diversity that exists among Caribbean people Advocate for basic human rights to be experienced for all Caribbean people irrespective of our differences | <p>It is a version of the golden rule in that if we want others to treat us decently, we need to treat them decently as well. Diversity among people makes the world a fascinating place.</p> <p>Intolerance for people's human rights breeds discrimination and hate which leads to adverse effects on humanity such as inequality of quality of life, crimes based on prejudice or bias, wars and slavery. Equality, justice and freedom prevent violence and sustain peace.</p> <p>If people become more tolerant towards others and take time to get to know some of those with whom they are unfamiliar, it would lead to a far more peaceful and understanding world. Ultimately when considering your self-growth, acceptance of other people's differences is a way to gain a more complete acceptance of self.</p> <p>Tips for students to deal with discrimination:</p> <ul style="list-style-type: none"> Use "I" language when addressing discriminatory behaviour. (For example: "I don't like it when you call me fatso.") Share information when someone is discriminating against a person or group. Do not participate in discriminatory behaviour. Suggest action to address the discriminatory situation. <p>Read the Declaration of Human Rights to become knowledgeable of all rights that must be had by everyone: http://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf</p> | <p>Research Graphic Organizer Presentation</p> | <p>In small groups, students will receive one article of the Universal Declaration of Human Rights. They will be required to examine the article and discuss their understanding. They will then research and provide examples of how this human right has been violated in the Caribbean region. They will suggest action or actions required to address the identified violations. The information will be presented using the template below:</p> <table border="1" data-bbox="1068 505 1654 1219"> <thead> <tr> <th data-bbox="1068 505 1268 699">ARTICLE #1</th> <th data-bbox="1268 505 1455 699">Violation of Human Rights Experienced by Caribbean People</th> <th data-bbox="1455 505 1654 699">Action(s) Required to Prevent Future Violations</th> </tr> </thead> <tbody> <tr> <td data-bbox="1068 699 1268 1219">Right to Equality All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.</td> <td data-bbox="1268 699 1455 1219"></td> <td data-bbox="1455 699 1654 1219"></td> </tr> </tbody> </table> <p>Recommended Articles to be used: Article 1- Right to Equality Article 2- Freedom from Discrimination Article 3- Right to Life, Liberty and Personal Security Article 4- Freedom from Slavery Article 5- Freedom from Torture and Degrading Treatment</p> | ARTICLE #1 | Violation of Human Rights Experienced by Caribbean People | Action(s) Required to Prevent Future Violations | Right to Equality All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood. | | | <p>Graphic organizers and presentations depict effective application of critical thinking skill to highlight the impact of intolerance on human rights and appropriate actions to address this issue</p> |
| ARTICLE #1 | Violation of Human Rights Experienced by Caribbean People | Action(s) Required to Prevent Future Violations | | | | | | | | |
| Right to Equality All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood. | | | | | | | | | | |

Resources

Topic: Teen Suicide Prevention

MYTHS ABOUT SUICIDE

- **Teenagers who talk about attempting suicide are doing it for attention.**
True, and they NEED the attention. There is something going on that's causing them to feel this way. They need people to listen, and professionals to help them.
- **All teenagers who are suicidal are depressed.**
This statement is true, but the reverse is not true, most people will experience times in their lives when they are depressed but have no suicidal ideation.
- **Suicidal people really want to die, so there's no way to stop them.**
False. They are depressed and need help. With help, they can feel better and find other solutions.
- **Talking about suicide will cause a student to attempt suicide.**
False. It's just the opposite: not talking about it could escalate the problem. Even thinking about it makes the suicidal person feel worse. Talking will help bring understanding. Talking about it can relieve suicidal students and get them the help they need. Discussing the subject openly shows that you take the person seriously and that you care.
- **If a person really wants to kill himself or herself, no one has the right to stop him or her.**
False. We would help a person who was physically sick or injured; we need to help a person who is mentally ill.
- **Once a person is suicidal, they're suicidal forever.**
False. Teens who are suicidal can go on to lead useful lives, once they get help. Usually, the suicidal feelings are for a limited period.
- **Improvement following a suicidal crisis means that the suicide risk is over.**
False. Most suicides occur within three months following the beginning of "improvement" when the teen has the energy to put their morbid thoughts and feelings into effect. Relatives and physicians should be especially vigilant during this period.

Possible warning signs that a teenager might commit suicide:

- Talk about dying: any mention of dying, disappearing, jumping, shooting oneself or other types of self-harm.
- Recent loss: death, divorce, separation, broken relationship, self-confidence, self-esteem, loss of interest in friends, hobbies or activities previously enjoyed.
- Change in personality: sad, withdrawn, irritable, anxious, tired, indecisive or apathetic.

- Behaviour change: can't concentrate on school, work or routine tasks.
- Change in sleep patterns: insomnia, often with early waking or oversleeping, or nightmares.
- Change in eating habits: loss of appetite and weight, or overeating.
- Fear of losing control: acting erratically, harming self or others.
- Low self-esteem: feeling worthless, shame, overwhelming guilt, self-hatred; making comments like, "Everyone would be better off without me."
- No hope for the future: believing things will never get better or that nothing will ever change.

Topic: Conflict Resolution: I am Part of the Solution!

P U T Y O U R S E L F I N C H E C K

Think of a recent situation where you were involved in a conflict. It can be with a boyfriend/ girlfriend, friend, family member, someone at school, or a teacher/principal.
Write a brief description of the conflict.

The cause/purpose: _____

The initial events: _____

The escalation point: _____

The intervention (if any): _____

The final event: _____

The resolution (if any): _____

List all your feelings and reactions and check the appropriate column:

| | Responsible/ Appropriate | Irresponsible/ Inappropriate |
|----------|-----------------------------|---------------------------------|
| 1. _____ | _____ | _____ |
| 2. _____ | _____ | _____ |
| 3. _____ | _____ | _____ |
| 4. _____ | _____ | _____ |
| 5. _____ | _____ | _____ |
| 6. _____ | _____ | _____ |
| 7. _____ | _____ | _____ |
| 8. _____ | _____ | _____ |

For any actions marked irresponsible/inappropriate, what could you have done differently to show personal responsibility and mature conflict-resolution skills?

Topic: Alcohol: The Worst Drug of All

The Truth About Alcohol: What Do You Know?

Directions: Below are statements about alcohol and drugs. Some are true, while others are myths. See how many you can identify correctly.

Put a "T" for True and an "M" for Myth in the blank.

1. Alcohol is a drug just as marijuana, cocaine, and heroin are drugs.
2. Alcohol makes people lively.
3. Alcohol can't affect you if you only have one drink.
4. Women usually get drunk more quickly than men.
5. If you only drink when you party, or only drink beer, you can't become an alcoholic.
6. If you eat while you drink, you won't get drunk.
7. Pregnant women should never drink alcohol in any form.
8. It takes less time for teenagers to get addicted to alcohol than it does for adults.
9. Fifty percent of all fatal car accidents are alcohol-related.
10. A person can have one or two drinks and still drive safely.
11. People who begin drinking at an early age are more likely to end up as alcoholics.
12. Alcohol acts like a poison in your body.

Answers to "The Truth About Drugs and Alcohol: What Do You Know?"

1. True. Alcohol is a drug just like marijuana, cocaine, and heroin. It has short and long-term effects and is addictive.
2. Myth. Alcohol does not make a person livelier and more fun. Although, alcohol can make a person act in ways they would not act if they were sober.
3. Myth. Alcohol can affect a person, even if they only have one drink.
4. True. Women do tend to get drunk more quickly than men. Why? This is due to body weight and size.
5. Myth. Alcohol is an addictive drug. It doesn't matter what type of alcohol it is or where you drink it, you can still become an alcoholic.
6. Myth. This is not exactly true. You still can get drunk, but if a person has food in his/her stomach, the alcohol does not get absorbed as quickly into the body's blood system as it would on an empty stomach.
7. True. Pregnant women should not have alcohol in any form. This prevents Fetal Alcohol Syndrome.

8. Myth. Addiction can start at any age. Teenagers can become addicted just as easily as an adult.
 9. True. Fifty percent of all fatal car accidents are alcohol-related.
 10. Myth. There are many factors that determine how alcohol affects someone, including how fast the person drinks, whether they ate before drinking, and their body size. Blood alcohol content after one or two drinks of alcohol will vary from person to person.
 11. True. Statistics prove that people who begin drinking at an early age are more likely to end up as alcoholics.
 12. True. Alcohol does act like poison on the body. The body tries to reject and get rid of the alcohol. Too much alcohol can lead to alcohol poisoning and even death.
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Topic: Alcohol: The Worst Drug of All

Case Study – Richie’s Story

Richie had a group of friends from primary school. They are now in fourth form in high school. Richie and his friends like to hang out on the playfield, play and talk about football and girls. There’s a popular bar with music at one corner of the playfield. Sometimes Richie and his friends stop to buy soft drinks. One day when they stopped by the bar to purchase soft drinks, an older friend offered Richie a beer. Richie accepted and felt good after drinking two bottles of beer. After that day, beer became Richie’s favourite drink. Soon, he was drinking more and more until he was getting drunk. One day Richie was so drunk that he kissed one of his friend’s girlfriends and tried to have sex with her. Richie’s friend was so angry that he got into a fight with Richie and during the fight Richie stabbed him. His parents intervened and prevented Richie from being charged with assaulting both his friend and his friend’s girlfriend. Richie’s parents paid the friend’s medical bills.

- Why did Richie start to drink alcohol?
- What were the negative consequences of his drinking?
- Role-play the story to show Richie using an appropriate life skill and value to avoid the risk of drinking alcohol.

SAFETY & SECURITY

GRADE 9: SAFETY AND SECURITY- TERM 1

| NATIONAL STANDARDS | CORE OUTCOMES | MODULES | UNIT | TOPICS |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NS SS 1: Examine rights and responsibilities in relation to Protection, Safety and Security to preserve self, family, school and community | <ol style="list-style-type: none"> Critically analyse the impacts of rights and responsibilities to preserving self and being protected at school. Collaborate with community programmes to utilize rights and responsibilities to promote Safety and Security. | <ol style="list-style-type: none"> Exploring Concepts of Protection, Safety and Security | <ol style="list-style-type: none"> Understanding Rights and Responsibilities Exploring Rights and Responsibilities | <ul style="list-style-type: none"> Self-Protection: My Right, My Responsibility Ensuring My Protection at School Safety Within My Community |
| NS SS 2: Analyse the influence of socio-cultural, economic factors and personal beliefs on lifestyle choices related to protection, safety and security. | <ol style="list-style-type: none"> Demonstrate an understanding of the relationship among socio-cultural and economic factors as well as personal beliefs impacting an individual's protection, safety and security. Respond appropriately to risky situations impacting protection, safety and security. Evaluate and adjust decisions made for lifestyle choices that will negatively impact protection, safety and security. | <ol style="list-style-type: none"> Factors Influencing Behaviours Related to Safety and Security | <ol style="list-style-type: none"> Factors Affecting Safety and Security Reducing Risky Situations | <ul style="list-style-type: none"> No Gangs for The Youth Anti-Corruption: That's Me! Speak Up and Protect! Runaway Prevention Beware of Traffickers! |
| NS SS 3: Develop action competence and build capacity to minimize factors affecting protection, safety and security. | <ol style="list-style-type: none"> Display appropriate social skills to minimize the effects of situations that threaten safety and security. Develop and implement an action plan to mitigate safety and security threats in school and community. Access and utilize valid and reliable sources of information regarding protection, safety and security. | <ol style="list-style-type: none"> Safeguards for Protection, Safety & Security | <ol style="list-style-type: none"> Sustaining Protection, Safety and Security Accessing Safety and Security Information | <ul style="list-style-type: none"> Online Self-Defence Casualty Agent Be in the Know: Knowledge is Safety! |

THEME: SAFETY AND SECURITY

MODULE 1: EXPLORING CONCEPTS OF PROTECTION, SAFETY AND SECURITY

Examine rights and responsibilities in relation to Protection, Safety and Security to preserve self, family, school and community.

About the Module

The lack of knowledge about the rights and responsibilities of one's self and surroundings contributes to the unjust and inhumane treatment of people in today's society. Students need to be aware of their rights and responsibilities so that they may effectively integrate these safety principles in any situation that may arise; in turn, preserving themselves, their families and their surroundings.

Key Skills

Coping Skills (healthy self-management, self-awareness)

Social Skills (communication, interpersonal relations)

Cognitive Skills (critical thinking, creative thinking, problem solving, decision making)

GUIDANCE FOR THE TEACHER

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

LINKS TO OTHER SUBJECTS: Religious Education, Civics

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| <ul style="list-style-type: none"> Advocate for measures to ensure the safety, security and protection of children | <p>A child has the right to be protected at home, school, community, police station, in court, places of safety and penal institutions. They have the right to be heard and the right to be educated. They also have the right to receive legal representation.</p> <p>Responsibilities:</p> <p>Young people can enhance their safety and security by:</p> <ul style="list-style-type: none"> Obeying parents and authority figures that delegate lawful and appropriate instructions. Paying special attention to media bulletins and warnings on safety and security. Displaying appropriate behaviours that will increase protection, safety and security. Demonstrating awareness of one's surroundings, being alert and responding to dangerous situations in an appropriate manner that minimizes risk to the safety and security of self and others. Learning laws and legislation about one's rights. By practising safety and security measures such as obedience. Attending school and receiving an education. <p>Some Laws & Policies</p> <p>Child Care and Protection Act 2007 The Larceny Act 1942 The Education Act 1980 Fire Arm Act 1967 Dangerous Drugs Act 1948 Malicious Injury to Property Act 1864</p> | <p>Brainstorm Creative Expressions</p> <p>Creative Writing</p> | <p>class. They will also reflect on: Why is it important for me to know my rights? How can I use laws and policies to ensure my protection?</p> <p>In pairs, students will share situations or circumstances that have exposed them to danger. They will discuss ways in which they can practise safety and security principles to reduce the risk of harm to self and others. They will share their findings with the class. They will also share their thoughts using the following reflective questions as a guide: <i>How can I be responsible for my safety and protection? What are my responsibilities as a student for the safety of myself and others?</i></p> <p>In groups, students will brainstorm to identify strategies to reduce their risk within their school, home and community. They will use creative expression to present the information (Dub, Song, Poetry, Story writing or Drama).</p> <p>In groups, students will prepare an editorial piece to advocate and negotiate for proper safety and security measures within the community. They will target authority figures including Principals, Parish Councilors, Mayors and Members of Parliament to inform them of rights that are being violated and make recommendations on how these rights can be adhered to.</p> <p>Extended Learning See <i>Mental Health High School Curriculum Guide page 143.</i> Module 6 The Importance of Positive Mental Health Activity #4: Taking Charge of My Health Purpose: To reinforce that mental health and physical health are obtained and maintained with numerous similar strategies.</p> | <p>in unsafe practices and how to appropriately use strategies to reduce these deterrents to safety and security</p> <p>Creative expressions reflect strategies to reduce personal risk within the school, home and community and appropriate value/virtue such as responsibility or self-discipline</p> <p>Editorial pieces illustrate effective use of advocacy skill and appropriate value/virtue such as determination or prudence to garner support from community stakeholders for safety and security measures</p> |

THEME: SAFETY AND SECURITY

MODULE 2: FACTORS INFLUENCING BEHAVIOURS RELATED TO SAFETY AND SECURITY

Analyse the influence of socio-cultural, economic factors and personal beliefs on lifestyle choices related to Protection, Safety and Security.

About the Module

Students should be able to demonstrate appropriate safety and security strategies in eliminating risky or maladaptive behaviours and develop a sociocultural awareness of their rights and responsibilities in their homes, school and community.

Key Skills

Coping Skills (healthy self-management, self-awareness)

Social Skills (communication, interpersonal relations)

Cognitive Skills (critical thinking, creative thinking, problem solving, decision making)

GUIDANCE FOR THE TEACHER

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

LINKS TO OTHER SUBJECTS: Religious Education, Civics

GRADE 9**Theme: Safety and Security**

Module 2: Factors Influencing Behaviours Related to Safety and Security

Unit 1: Factors Affecting Safety and Security

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

Understand cultural factors that impact safety and security

Appreciate the significance of positive values and attitudes to address anti-social behaviours.

Apply life skills to avoid anti-social behaviours to ensure safety and security

Core Values: **Ethical Lenses: 1. Rights and Responsibilities 2. Appropriate use of Power
3. Self-enhancing relationship 4. Stewardship/Service****Topic 1:** **Anti-Corruption: That's Me!****Life Skills:** Social: Refusal, Assertiveness, Communication, Advocacy

Cognitive: Problem Solving, Critical Thinking, Decision Making

Coping: Healthy Self-Management, Self-awareness

Values/Virtues: Citizenship, Self-control, Prudence, Integrity, Honesty, Trustworthiness, Reason

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| <p>By the end of the topic, students should be able to:</p> <ol style="list-style-type: none"> 1. Explain how corruption may occur at school 2. Modify attitudes and thought processes that may lead to corruptive behaviours 3. Demonstrate the ability to use social skills to create an awareness of the impact of corruption in Jamaica | <p>Corruption is dishonest, illegal or immoral behaviour that usually occurs to receive private gain. Greed and the desire to further self-interest are usually the causes of corruption. Corruption usually flourishes in a society where there is a high value placed on money, power and status.</p> <p>Corruption also flourishes in areas where resources are scarce. Corruption usually includes the exchange of money.</p> <p>Forms of Corruption that May Occur in Schools</p> <p>Extortion is the practice of obtaining something, usually money, through force or threats.</p> <p>Cheating is acting dishonestly or unfairly to gain an advantage.</p> | Discussion | <p>In small groups, students will be given a hand-out with definitions of the four forms of corruption (bribing, cheating, extortion and plagiarism) that may occur in schools. Students will discuss each form based on their experiences and observations in the school. They will rate which form of corruption occurs the most to least in their school. They will share and justify their ratings with supportive arguments. The class will then formulate a definition for corruption based on their understanding. Before the lesson, teacher will ask students to watch the documentary posted on YouTube titled, The Cost of Jamaica's Corruption.</p> <p>https://youtu.be/PEZnDCMvjO8</p> <p>Video can be watched at home or school during students' spare time.</p> | Students' responses clearly articulate how corruption occurs in schools |

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| | <p>Economic: Corruption depletes national wealth. It impacts having fair market structures and distorts competition which deters investment in our country.</p> <p>Social: Corruption leads to many social ills such as crime, violence and lawlessness. It lessens the patriotism of citizens due to distrust in the political system, institutions and leadership.</p> <p>Environmental: The lack of, or non-enforcement of, environmental regulations and legislation means that precious natural resources are carelessly exploited, and entire ecological systems are ravaged. Companies across the globe continue to pay bribes in return for unrestricted destruction.</p> <p>The National Integrity Action (NIA) is a local non-governmental organization with the mandate to combat corruption and build integrity in Jamaica on a non-partisan basis for the public benefit. More information on corruption is available on their website: https://niajamaica.org</p> <p>The Major Organised Crime and Anti-Corruption Agency (MOCA) operates 800-CORRUPT, a hotline via which organised crime and corruption can be reported anonymously.</p> | | | |

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| | <p>due to peer pressure.</p> <p>Reasons for Joining a Gang: Social Benefits Protection Economic Benefits</p> <p>Effects of Gangs on a Student's Learning</p> <ul style="list-style-type: none"> • Increased chance of violence toward other students in school. • More focused on gang activity than schoolwork • Loss of respect for teachers and violation of school rules • Higher school absenteeism due to suspension, expulsion or of own volition <p>Effects on Home Life</p> <ul style="list-style-type: none"> • Chaos and fear at home • Peer relationships are negatively impacted • Loss of respect for parents and home values • Contribute to dysfunctional families <p>Note to HFLE Teacher: <i>You can invite resource personnel from Peace Management Initiative (PMI) or former members of gangs to sensitize students about the dangers of joining a gang.</i></p> | <p>Performing Arts</p> <p>Creative Arts Journaling</p> | <p>Reflective Question: How can gang involvement affect my future?</p> <p>While thinking about the reflective question, students will prepare a drama production or edutainment piece to promote appropriate anti-gang strategies among peers. Students will showcase the drama production/ edutainment piece for the school population at a special event, devotion, P.T.A., etc.</p> <p>In groups. students will create positive messages that can be used as memes, stickers or any other quotations to promote strategies to encourage behaviours that are anti-gang related. Students will journal how they feel about gang involvement and the impact of gangs on themselves, their families and the community. They will identify what new actions they can take to minimize their involvement in gangs. They will monitor theirbehaviour for the term, and report on their progress at intervals, highlighting how they feel about their behaviours. Teacher will provide feedback and make referrals where necessary. They will journal on this activity on how it has impacted their behaviour.</p> | <p>Drama production or edutainment piece illustrates effective use of decision making or refusal skill along with appropriate value/virtue such as self-restraint to promote anti-gang strategies</p> <p>Messages Journal entries competently reflect effective use of advocacy decision making or refusal skill and appropriate value/ virtue such as self-restraint or concern to encourage and courage to minimize their involvement in gangs promote behaviours that are anti-gang related</p> |

GRADE 9

Theme: Safety and Security

Topic 3:

Speak Up and Protect!

Life Skills:

Social: Assertiveness, Communication, Advocacy
 Cognitive: Critical Thinking, Decision Making, Creative Thinking
 Coping: Healthy Self-Management, Self-awareness

Values/Virtues:

Courage, Openness, Prudence, Responsibility, Candidness, Justice

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| <p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> Analyse the implications of not reporting criminal activities Justify the importance of reporting acts of crime and violence for the safety and protection of self and others Reflect on behaviours that may compromise safety and security Demonstrate the ability to use cognitive skills when faced with decisions to speak out against crime and violence | <p>Unfortunately, the maxim “Informer Must Dead” has been ingrained in Jamaican culture and music. Fighting against this way of thinking is necessary to strengthen our communities and preserve life. Withholding information protects criminals and violators who will continue to commit acts such as domestic violence, child abuse and other harmful criminal activities. Silence fosters further violations of basic human rights.</p> <p>Students need to understand that there are serious implications of remaining silent when safety and security are being compromised or the law has been broken. They have a responsibility to report if they are aware of information that can help to save the life of someone or if they are witnesses to a crime.</p> <p>If you are a victim of a crime, please consider reporting the incident to the police. If you report the crime, the person who committed the crime is more likely to be arrested and kept from doing the same thing to someone else.</p> | <p>Newspaper Analysis/ Discussion</p> <p>Group work</p> <p>Journaling</p> | <p>Students will read the newspaper article titled, “DPP: Jamaica must rise above ‘informer must dead’ culture.” http://www.jamaicaobserver.com/news/DPP--Jamaica-must-rise-above--informer-fi-dead--culture_17572832 Students will then discuss their opinions on the “informer must dead” culture. The discussion will be guided to ensure implications of being silent or not reporting criminal activities are strongly highlighted.</p> <p>In groups, students will explore the importance of reporting information that can lead to protection, safety and security of self and others within the:</p> <ul style="list-style-type: none"> School Home Community <p>Each group will select a target audience and devise one strategy to persuade individuals about the importance of reporting acts of crime and violence then present it to the class.</p> <p>Students will write a reflection in their journal about a personal experience that required reporting information to authority figures. They should highlight</p> | <p>Students’ responses indicate clear and accurate understanding of the implications of not reporting criminal activities</p> <p>Presentations indicate a clear and accurate understanding of the importance of reporting information which competently underlines appropriate value/virtue such as prudence, candidness or justice</p> <p>Journal entries competently reflect appropriate value/virtue such as openness or</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| | <p>Crime Prevention is everybody's business and the National Crime Prevention Programme cannot succeed without the help of active and concerned citizens. You can help the Crime Stop Programme by making anonymous reports: Dial 311 - Don't Hide It, Tell It. Call Crime Stop 800-CORRUPT; Call the Major Organised Crime and Anti-Corruption Agency (MOCA) hotline to report organised crime and corruption.</p> <p>Remember, the Child Care and Protection Act compels all persons to report any form of child abuse to the Office of the Children's Registry by calling 888-PROTECT.</p> | <p>Class Project/ Creative Expressions</p> | <p>the reasons for their decisions to report and the impact it has had or may have on future behaviours. For students who have never had such an experience, they will write how they would approach the situation of having to report.</p> <p>Reflective Question: What would I do if I were aware of someone committing an act of crime or violence?</p> <p>Reflective Question: What can I do to get others to see the importance of not enabling the "Informer Must Dead" culture?</p> <p>Students will be given the reflective question and will state their reflections in their journals. They will use these reflections to assist in a class project to develop a concert-themed "Silence can be Dangerous". Class should be grouped and assigned various responsibilities: Promoters, Artists, Event Management and Volunteers. The concert lineup should include Artists performing the following DJ, Songs, Dub Poetry and Creative Dance all reflecting the theme. With the permission of the principal concert can be done as a calendar event. Funds raised from the concert should be used to raise awareness about the importance and breaking the "Informer Must Dead" mentality. A debriefing will follow to ascertain the impact of the activity on the students. They will relate their plans for future action to speak out against crime and violence.</p> | <p>prudence and decision making skill in reporting information that may compromise safety and security to authority figures</p> <p>Creative expressions reflect effective use of decision making or problem solving skill along with appropriate value/virtue such as courage or justice to make positive decisions to not remain silent about known situations that may affect safety and security</p> |

GRADE 9

Theme: Safety and Security

Module 2: Factors Influencing Behaviours Related to Safety and Security

Unit 2: Reducing Risky Situations

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

1. Understand the correlation between reducing risky situations and the empowerment of young people to practicesafety and security
2. Display positive values and attitudes to deter risky situations
3. Utilize social skills to minimize risky situations to ensure protection, safety and security

Core Values: Ethical lenses – 1. Rights and responsibility 2. Appropriate use of power
3. Self-enhancing relationship 4. Stewardship/service

Topic 1: Runaway Prevention

Life Skills: Social: Advocacy, Assertiveness
Cognitive: Critical thinking, Problem solving
Coping: Self-awareness, Coping with stress

Values/Virtue: Concern, Clear-thinking, Empowerment, Responsibility, Prudence, Reason, Composure, Sobriety

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| <p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> • Examine reasons adolescents run away from home • Analyse the risks associated with running away • Respond positively to dealing with stressors which may lead to running away | <p>Most adolescents run away due to problems with their families, some run away because of one terrible argument or leave without ever having a fight. They might have done something they're ashamed of, and they're afraid to tell their parents. Other reasons adolescents run away include:</p> <ul style="list-style-type: none"> • Abuse (all forms) • Parents separating or divorcing or the arrival of a new step-parent • Parents' alcohol or drug misuse • Death in the family • Family financial worries • Getting pregnant • Problems at school or being bullied • Peer pressure • Failing or dropping out of school | <p>Speed Dating and Discussion</p> | <p>Students will play a game called Speed Dating. They will be given a sheet of paper with two questions:</p> <ol style="list-style-type: none"> 1. What is the definition of a runaway? 2. What is one reason that causes teens to run away from home? <p>They will be asked to stand and at the sound of the buzzer choose their date to ask each other the questions. After 30 to 45 seconds, students will be asked to select another date. The whole class will regroup to discuss the answers together.</p> <p>Reflective Question: How much do I know about the consequences of running away and living on the streets?</p> | <p>Students' responses accurately provide definitions of a runaway and reasons adolescents run away from home</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| <ul style="list-style-type: none"> Demonstrate cognitive or social skills to create a safety network plan to prevent adolescents from running away | <p>There are ways to deal with these problems besides running away. Adolescents who think about running away might not know how to solve tough problems or don't have adults to help them. Sometimes a big problem can make it seem like running away is the only choice.</p> <p>Risks</p> <p>Unfortunately, the problems adolescents hope to escape by running away are replaced by other bigger problems of life on the streets or going to an unsafe place, which may result in human trafficking leading to sexual abuse and exploitation. Running away is anything but fun. Teens that run away face problems like a shortage of money, food to eat, a safe place to sleep, or genuine people to look out for them.</p> <p>People with no home and no money become desperate, which may force them to engage in doing anything just to meet their basic needs. Because of this, they often find themselves in risky situations that would be frightening, even for adults. Some risky situations include becoming sex workers, contracting STIs such as HIV or becoming a drug addict and becoming involved in criminal activities.</p> <p>Prevention</p> <p>Stress is a part of life. Being able to deal with problems with confidence, hope, and practical solutions makes adolescents less likely to run away. To build problem-solving skills, an individual should:</p> <ul style="list-style-type: none"> Know his/her emotions. Express his/her emotions. Try to understand what he/she is feeling inside and use words to describe it. This is especially true for anger. Anger is one of the hardest emotions to manage because it's so strong. | <p>Case Study Carousel/ Discussion</p> <p>Video Presentation and Discussion</p> | <p>As students ponder the question, four case studies (See p. 78–79) will be placed on the walls around the classroom. In four groups, students will alternatively move around to analyse each case study using the steps of critical thinking. In their analysis, they will identify the reasons each person may have felt the need to leave home and the potential risks they might encounter. They will share their thoughts in a whole-class discussion. Teacher will provide clarification to any misconceptions.</p> <p>Students will watch the film, Jessica's Story; see available link, https://vimeo.com/137360322</p> <p>While watching the video presentation, they will list all the risks and dangers that Jessica has experienced. A central list of their feedback will be placed on the board. In small groups, students will discuss what other measures Jessica could have taken to avoid the risks and dangers of running away from home. Use reflective questions to ascertain personal measures students would take to personally respond to stressors to avoid situations like Jessica's experience.</p> <p>Reflective Question:</p> <p>Where can I go for help when I feel like running away?</p> | <p>Students' responses depict effective use of critical thinking skill to analyse risks that may occur when adolescents run away</p> <p>Students' responses reflect competence in the application of decision making or problem solving skill along with value/virtue such as self-control or sobriety to handle stressors that may lead to running away</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| | <ul style="list-style-type: none"> • Tell those close ones how he/she is feeling and why. • Calm himself/herself down after being upset. She/he can run around outside, listen to music, draw, write poetry or engage in something safe that will make him/her feel better. • Be solution-oriented. Get someone else to help him/her if he/she cannot think of at least three things to do. For each possible answer, use the steps in problem solving to arrive at the best solution • Get some help from trusted adults — someone like a parent, close relative, teacher, or neighbour. Know who he/she can count on to support and help him/her. | Portfolio | <p>Students will identify safe people and safe places in their lives and will create a safety network portfolio. Examples of safe people may include friends, family, neighbours and key workers such as guidance counsellors, clergy and teachers. Students will highlight how each person may offer support when they are experiencing difficulties and may find running away an option. Students will also be encouraged to think about wider sources of help such as the police, the Guidance and Counselling Department at school, peer counsellors, the Office of the Children’s Advocate and the Child Protection and Family Services Agency.</p> <p>Portfolios can be placed in the library or put on display in a common area for students to view.</p> | <p>Portfolios depict effective use of creative thinking or advocacy skill along with appropriate value/virtue such as concern, reason, empowerment or clear-thinking to prevent adolescents from running away</p> |

GRADE 9

Theme: Safety and Security

Topic 2:

Beware of Traffickers!

Life Skills:

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

Values/Virtue:

Collaboration, Responsibility, Prudence, Consideration, Determination, Sobriety

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria | | | | | | |
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| <p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> Detect situations of human trafficking Explain how human traffickers exploit their victims Implement a campaign to increase awareness of human trafficking among their peers Demonstrate the ability to use social or cognitive skills to respond to and help fight human trafficking in their community | <p>Trafficking is when people are tricked, forced or convinced by someone, to get involved in activities where they are used or exploited.</p> <p>A trafficker is a person who benefits from exploiting others. Traffickers trick, force or convince victims into situations where they are used or exploited.</p> | <p>Case scenario</p> | <p>In groups, students will be given different scenarios reflecting cases of different types of human trafficking and cases that would not be considered to be trafficking in persons. They will assess the scenarios and explain which cases show persons being trafficked and justify their answers.</p> | <p>Students' responses reflect a clear and accurate understanding of what constitutes human trafficking and characteristics of human traffickers</p> | | | | | | |
| | <table border="1"> <thead> <tr> <th>Act (What)</th> <th>Means (How)</th> <th>Purpose (Why)</th> </tr> </thead> <tbody> <tr> <td>Recruited Hired Transported Harbored Received</td> <td>Force Coercion Fraud Threat Deception Abduction</td> <td>Sexual exploitation Bonded, unpaid or hardly paid labor</td> </tr> </tbody> </table> | Act (What) | Means (How) | Purpose (Why) | Recruited Hired Transported Harbored Received | Force Coercion Fraud Threat Deception Abduction | Sexual exploitation Bonded, unpaid or hardly paid labor | <p>Simulation</p> | <p>In groups, with the permission of the school administrators, students will select a non-teaching session (the period before registration, lunchtime or dismissal time) to simulate a press conference at a strategic location outside their classroom. The press conference should endeavour to increase awareness of human trafficking and how to protect themselves.</p> <p>Reflective Questions:</p> <ol style="list-style-type: none"> How can I protect myself from human traffickers? How can I assist in the prevention of human trafficking in my country? | <p>Press conference depicts proficiency in the use of advocacy skill to increase awareness of human trafficking</p> |
| | Act (What) | Means (How) | Purpose (Why) | | | | | | | |
| | Recruited Hired Transported Harbored Received | Force Coercion Fraud Threat Deception Abduction | Sexual exploitation Bonded, unpaid or hardly paid labor | | | | | | | |
| <p>All that is required for child trafficking are the Act (what) and the Purpose (why) as stated in Jamaica's law – Prevention, Suppression and Punishment Act (TIP Act 2007).</p> <p>Traffickers can be friends/family/romantic partners, legitimate employers e.g. captains on fishing vessels, gang leaders or dons, sex industry managers and pimps, other victims of trafficking.</p> <p>Trafficking can happen anywhere – at home, school, church, sports club etc.</p> | <p>Cooperative Learning</p> | <p>In groups, students will plan a social media campaign to increase awareness of human trafficking and present their campaigns to the class. The awareness will focus on preventing human trafficking and strategies for teenagers to protect themselves. Students can use memes, podcasts, blogs and vlogs which can be</p> | <p>Social media campaign depicts proficiency in advocacy, creative thinking or problem-solving skill along with value/virtue such as</p> | | | | | | | |
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| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| | <p>Reported cases of human trafficking are very low for many reasons including a lack of knowledge of what trafficking is, fear of reprisal or not knowing who to tell.</p> <p>Most countries are affected in some way by trafficking and Jamaica has been identified as both a source and destination country for adult and child trafficking. To reduce the vulnerability to exploitation of both adults and children we need to increase awareness across all age groups and in particular among adolescents who are often targeted by traffickers as either victims or potential collaborators.</p> <p>What traffickers look for:</p> <ul style="list-style-type: none"> • People who do not have strong family relationships • People who live in unstable or abusive households • People (children and adults with disabilities) whose caregivers are not taking care of them –physically, financially, emotionally etc. • People who have family members involved in crime • Children who are runaways or live alone • Children who do not attend school regularly • Children who are usually sad, stressed, depressed, or suicidal | <p>Research/Role-Play</p> | <p>posted on the school's social media accounts (Facebook, YouTube, Twitter. etc.).</p> <p>Campaigns must include tips, concerns, strategies to targeted groups (governmental and non-governmental agencies, other schools, media houses including radio, newspaper and television) that may increase awareness about and prevent human trafficking.</p> <p>In groups, students will research how human traffickers find victims. They will discuss what traffickers look for and the warning signs of trafficking and share them with the class. Groups will then write and role-play scenarios to show what they can do to protect themselves when traffickers try to manipulate and exploit their victims.</p> | <p>responsibility, prudence or consideration to assist in the prevention of human trafficking</p> <p>Role-plays accurately demonstrate ways in which human traffickers exploit their victims</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| | <p>How traffickers get their victims:</p> <ul style="list-style-type: none"> • Tricked, forced or convinced by someone • Some family member(s) may pressure or force a child to earn an income • Traffickers often “groom” children to gain the trust of the child, family or community • The promise of education or a better future • Exploitation by another for financial or in-kind benefit • Someone provides a service or benefit to a family and asks for access to the child as a form of “payment” • Someone profits from the money a child earns through exploitation, forced labour or crime—often explained as a way for the child to pay off a debt they “owe” <p>Some warning signs of trafficking:</p> <ul style="list-style-type: none"> • You meet someone new and they offer you expensive things such as presents or money • Someone offers you a great opportunity to make fast money, get a job or fame and glamour • They tell you they love you very quickly and want to protect you • Keep private information private – for example, your birth date, address, passwords etc. • A person tells you that your relationship with him/her is all you need and encourages you to stay away from your family and friends. | | | |

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| | <ul style="list-style-type: none"> • Someone tells you that they can make you famous, but you have to do something for them to help you – make asex video, carry a package with unknown content, hide a gun etc. • Someone threatens to harm you or your family if you refuse to do what they demand. <p>Protecting Oneself from Traffickers</p> <p>There are some things to do to avoid becoming a human trafficking victim:</p> <ul style="list-style-type: none"> • Be aware of how traffickers recruit people. • Avoid being intoxicated or under the influence of substances that cloud decision-making. Traffickers, looking to put someone into commercial sex, will take advantage of unconscious people or someone who cannot fight. Traffickers will also attempt to take advantage of those with addictions or attempt to createdrug dependency. • If you feel uncomfortable about a situation or a relationship, tell a trusted adult (parent, guidance counsellor, etc.) who can help you make the best choices. • Don't accept friend requests from people you don't know on social media. • Don't reveal too much information about yourself (i.e., your full, name, address, school etc.) to people you don't know online or in person, no matter how friendly they are. • Never agree to meet anyone you don't know. • Always let a trusted adult know where you are. | | | |

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| | <ul style="list-style-type: none"> • Be sceptical of grand promises. If someone, whether a stranger or acquaintance, promises something that seems too good in return for sex or free work, wait. Run for your life and call the police or tell a trusted adult. • Try to find a safe place if you need to leave your home because of abuse or other pressures. Call child protection agencies such as OCA, CPFSA, local police, 119, 211 or CISOCA. You can also call 888-PROTECT. <p>Runaways are at risk of being forced into prostitution. (See the previous unit plan on Runaway Prevention).</p> | | | |

THEME: SAFETY AND SECURITY

MODULE 3: SAFEGUARDS FOR PROTECTION, SAFETY AND SECURITY

Develop action competence and build capacity to minimize factors affecting Protection, Safety and Security within all contexts.

About the Module

Students must be able to develop and demonstrate the appropriate skills in minimizing or eliminating risks to self. They should also be able to demonstrate awareness of resource persons or agencies to contact in case of emergencies or if they need protection.

Key Skills

Coping Skills (healthy self-management, self-awareness)

Social Skills (communication, interpersonal relations)

Cognitive Skills (critical thinking, creative thinking, problem solving, decision making)

GUIDANCE FOR THE TEACHER

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage the application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

LINKS TO OTHER SUBJECTS: Religious Education, Civics

GRADE 9**Theme: Safety and Security**

Module 3: Safeguards for Protection, Safety and Security

Unit 1: Sustaining Protection, Safety and Security

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

1. Understand the importance of sustaining protection, safety and security as a key measure for the preservation of life.
2. Appreciate their personal responsibility to sustain protection, safety and security.
3. Develop strategies and skills that will help to sustain protection, safety and security.

Core Values: **Ethical lenses – 1. Rights and responsibility 2. Appropriate use of power
3. Self-enhancing relationship 4. Stewardship/service**

Topic 1: Online Self-Defence**Life Skills:** Social: Assertiveness, Communication, Refusal

Cognitive: Critical Thinking, Decision Making, Creative Thinking

Coping: Self-awareness, Healthy self-management

**Values/Virtues: Responsibility, Discernment, Self-control, Wisdom, Decency, Empowerment,
Common-sense**

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| <p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> • Analyse the potential dangers of social networking • Examine online self-defence strategies that can assist in personal safety and security | <p>It is very vital to be in self-defence mode when you are surfing the internet. This will ensure protection from predators that use the internet in various forms to cause harm, violate rights and place persons, especially adolescents, in risky and dangerous situations.</p> <p>Social Networking</p> <p>Social networking has become an extremely popular activity for Internet users across the world. It initially existed to create an online presence for those interested in documenting their life and connecting with real and virtual friends. All social networking sites provide the same basic functionality with each having individual characteristics, rules and regulations. As with all internet use, there are dangers to consider with social networking sites. Online predators and bullies can gather information from social networks.</p> | <p>Video Presentation and Discussion</p> | <p>Students will watch a video presentation titled, “Dangers of Secret Social Media: Murder of Nicole Lovell” available at https://www.youtube.com/watch?v=ia9zXApCrNA</p> <p>Reflective Questions: This will be followed by a class discussion on the varied dangers of social networking portrayed in the video and those known from experience. After the discussion, students will answer the reflective questions in their journals:</p> <ul style="list-style-type: none"> • What would have I done differently? • Is this likely to happen to me or someone I know? | <p>Students’ responses and reflections competently use the application of critical thinking skill to analyse the potential dangers of social networking</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| <ul style="list-style-type: none"> Exhibit awareness of personal responsibility in ensuring their protection from online predators Demonstrate the ability to use cognitive or social skills to protect them while using social networks and other internet applications | <p>This is especially a concern considering the number of teenagers carelessly listing personal information, including their full names, town, high school, and pictures of their house or car. Most social networking sites also feature instant messaging and chat rooms which can allow online predators and bullies to send direct messages, links and pictures privately to individuals.</p> <p>Online Predators</p> <p>Online predators, including sexual predators, target both boys and girls of all ages and use the anonymity of the internet to their advantage since they can be whomever they want. Many are master manipulators with skills that can cripple any child's sense of awareness. This is known as the grooming process. Predators look for children who are more technically savvy than their parents and are emotionally vulnerable; e.g. children facing personal issues at school or home. Predators use these issues to befriend victims and empathize with them while building a pseudo-friendship and trust. If a child indicates frustration with parents or teachers at school, the predator might suggest the child's parents are way too strict or their teacher is being unfair. This plays right into the adolescent's mind as they look for someone to validate their feelings.</p> <p>Virtual Worlds</p> <p>There is also a completely different type of social network infrastructure available that has taken lessons from role-playing games. Web sites such as www.secondlife.com, www.kaneva.com, and www.gaiaonline.com offer a virtual world/community allowing users to create a character of themselves, known as an "avatar." Once created, they roam through this online world and interact with other avatars. The avatars represent other people sitting at their computers doing the same thing. Avatars allow people to be whomever they want. Adults can become teens and vice versa.</p> | <p>Research/ Graphic Organizer Presentation</p> <p>Stimulus Activity</p> | <p>In groups, students will research various strategies that they can use to protect themselves using social media and other internet applications. They will depict their information, using any graphic organizer, which they will present in class.</p> <p>In groups, students will be given one of the video links that highlights the danger of using the internet. http://origin.www.netsmartz.org/RealLifeStories/TwoKindsOfStupid http://origin.www.netsmartz.org/RealLifeStories/Sextortion http://origin.www.netsmartz.org/RealLifeStories/YourPhotoFate http://origin.www.netsmartz.org/RealLifeStories/SplitDecisions http://origin.www.netsmartz.org/RealLifeStories/AmysChoice</p> <p>Students will watch the video given and then do the following:</p> <ul style="list-style-type: none"> Explain the online danger that was experienced by the person/persons in the video. Using the life skill (decision making, refusal or problem solving) creatively demonstrate a strategy that the person/persons should have used to avoid online danger. | <p>Graphic organizers and presentations illustrate an accurate understanding of strategies to protect youth from the dangers of social media</p> <p>Demonstrations depict proficiency in the application of refusal, decision making or problem solving skill along with value/virtue such as empowerment or wisdom in highlighting online self-defence strategies</p> |

GRADE 9**Theme: Safety and Security****Topic 2:****Casualty Agent****Life Skills:**

Social: Advocacy

Cognitive: Critical Thinking, Problem-solving, Creative Thinking

Coping: Healthy Self-Management, Self-awareness

Values/Virtues:**Stewardship, Collaboration, Compassion, Helpfulness, Responsibility, Self-discipline**

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| <p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> Examine risky behaviours that may lead to an unintentional injury Explain the concept of mass casualty Assess the potential impact of mass casualty on communities and citizens Justify the importance of showing support for casualties Demonstrate cognitive skills to prevent unintentional injuries and to respond appropriately to casualties in the school environment | <p>An injury is defined as unintentional or intentional (physical violence) damage to the body resulting from being in contact with an external force. The events that lead to unintentional injuries often are referred to as accidents. Persons who die from unfortunate incidents are known as casualties.</p> <p>Unintentional injuries experienced by Students</p> <ul style="list-style-type: none"> Fainting Motor-vehicle crashes Drowning Sports and recreation-related injuries (fracture, sprain, concussion, lower back pain etc.) Asthma attacks Choking Suffocation Bloody nose <p>Risky behaviours that can lead to an unintentional injury</p> <ul style="list-style-type: none"> Lack of or inadequate use of protective and safety gears Ignoring safety and security rules | <p>Video Presentation/ Discussion</p> <p>Creative Expression/ Discussion</p> | <p>Class will watch the YouTube video Wood Shop Class Accident. https://www.youtube.com/watch?v=Yr2c4CUK8JU, which will highlight unsafe practices that led to an unintentional injury and the response to the injury. The students will watch the video and discuss other risky behaviours engaged by adolescents that may lead to unintentional injury.</p> <p>Reflective Questions:</p> <p>What actions do I commit that may lead to an unintentional injury? What part can I play to prevent unintentional injuries/ accidents?</p> <p>Teacher will place pictures of the following Mass Casualty Incidences around the classroom:</p> <ul style="list-style-type: none"> Hurricane Aeroplane crash Earthquake Hazardous materials Highway accident <p>In groups, students will discuss what they see in the picture. They will create a story, song or poem about the incident and share it with the class. Teacher will introduce the term, Mass Casualty Incidents (MCI) to the class and assist</p> | <p>Students' responses indicate a clear and accurate understanding of risky behaviours that may lead to unintentional injury</p> <p>Creative expressions and students' responses depict a clear and accurate understanding of the concept of mass casualty</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| | <p>How to Respond to a Mass Casualty Incident</p> <ul style="list-style-type: none"> • always Remain calm • If you have been trained in first aid, apply first aid care to those in need • If you are injured or trapped and not able to move, shout for help • Seek help if you are not sure of what to do to assist an injured individual • Explain clearly the extent of your injury to the medical officer and if you are allergic to any medication • If you suspect you or an injured individual has a spinal or neck injury, do not move as it may cause further damage. <p>Agencies in Jamaica That deals with Mass Casualty Incidents (MCIs):</p> <ul style="list-style-type: none"> • ODPEM (Office of Disaster Preparedness Emergency Management) • NWA (National Works Agency) • NEPA (National Environment & Planning Agency) • JET (Jamaica Environment Trust) • Forestry Department of Jamaica • JCF (Jamaica Constabulary Force) • JDF (Jamaica Defence Force) • Jamaica Red Cross (JRC) <p>For additional information, view the videos available on YouTube:</p> <p>Jamaica Emergency Management https://www.youtube.com/watch?v=VbIXY9u4lek</p> | Simulation | Each group will be given a scenario to create a simulation of various injuries that occur at school, at home or in the community. They should utilize the Emergency Management System that was presented in the previous activity along with appropriate life skills to rectify the given scenario. | Simulations depict effective use of problem solving skill along with appropriate value/virtue such as initiative or helpfulness to respond appropriately to casualties within school, home or community |

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| | <p>Disaster Management in Jamaica https://www.youtube.com/watch?v=8RsHErA8Zgk</p> <p>Prevention strategies to deter injuries in a school environment</p> <ul style="list-style-type: none"> • Establish a social environment that promotes safety and prevents unintentional injuries • Schools must follow Safety and Security Guidelines as outlined by the Ministry of Education and Youth. • Get students more involved in preventing unintentional injuries such as appointing select students as Safety Coordinators or Casualty Agents • Infuse unintentional injury prevention into multiple school activities and classes • Maintain and enforce all safety and security procedures and mechanisms • Student activities must be actively supervised • First Aid kits must be available at strategic locations. | | | |

GRADE 9**Theme: Safety and Security**

Module 3: Safeguards for Protection, Safety and Security

Unit 2: Assessing Safety and Security Information

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

1. Develop research skills in sourcing valid and reliable sources of information on safety and security.
2. Value the importance of accessing information that will facilitate protection.
3. Apply appropriate life skills to use safety and security information.

Core Values: **Ethical lenses – 1. Rights and responsibility, 2. Appropriate use of power, 3. Self-enhancing relationship, 4. Stewardship/service**

Topic 1: **Be in the Know: Knowledge is Safety and Protection!**

Life Skills: Social: Communication, Advocacy

Cognitive: Critical thinking, Creative-thinking

Coping: Self-awareness

Values/Virtues: **Curiosity, Diligence, Community, Initiative, Gratitude, Consideration, Supportive**

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| <p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> • Categorize safety and security information for ease of access • Justify the importance of adolescents having access to sources of information to ensure their protection, safety and security | <p>Everyone wants to live in a community that is safe and secure. It is our responsibility to help in the protection of ourselves, family, friends, school, community and country. In providing this assistance, we must ensure we are able to source accurate information to aid in the protection of ourselves and others.</p> <p>The rights of the child are protected under several local laws and international conventions to which Jamaica is a signatory.</p> <p>The Convention on the Rights of the Child (CRC) protects children's rights by setting standards in health care, legal, civil and social services. The Child Care and Protection Act provides laws to protect children from:</p> <ul style="list-style-type: none"> • All types of violence • Physical, emotional and sexual abuse • Neglect • Trafficking | <p>Guided Discovery/ Graphic Organizer</p> | <p>In groups, students will be given several URL links that will provide sources of information on protection, safety and security. Students will use these links to discover sources of information on protection, safety and security that ensure their physical, sexual, emotional/mental and social well-being. They will be asked to depict their findings in a categorized manner using a graphic organizer which they will present to the class.</p> <p>Suggested links: Directory of Children's Services http://www.talkupyout.com/uploads/6/5/1/2/6512001/unicef_directory_of_child_services_-_approved.pdf Office of the Children's Advocate http://www.welcome.oca.gov.jm/ Child Protection and Family ServicesAgency http://childprotection.gov.jm/</p> | <p>Graphic organizers and presentations logically depict where to source safety and security information based on categories of well-being</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| <ul style="list-style-type: none"> Promote the use of sources of information on safety and security to increase adolescents' protection | <ul style="list-style-type: none"> Child Labour Exposure to things that cause addiction <p>Other laws not only protect the rights of children but also seek to ensure the safety and security of self, others and the environment. These include:</p> <ul style="list-style-type: none"> The Child Pornography Act Cybercrimes Act Corruption Prevention Act The Larceny Act Offences Against the Person Act Road Traffic Act Anti-gang Legislation Sexual Offences Act Dangerous Drugs Act Education Act Fire Arm Act National Police Child Interaction Policy <p>A Code of Conduct for Police-Citizen Relations in Jamaica was also developed to increase awareness of the rights of individuals and police when interacting with each other.</p> <p>When children's rights are violated or not respected, the Office of the Children's Registry should be contacted at 888-PROTECT (888-776-8328). Everyone has the responsibility to report violations of children's rights.</p> <p>Other agencies to which mistreatment or violations of rights can be reported are:</p> <ul style="list-style-type: none"> Ministry of Justice INDECOM The Office of the Public Defender The Human Rights Consultant The Office of the Attorney General | <p>Research/ Checklist</p> | <p>Jamaica Constabulary Force https://www.jcf.gov.jm/ RISE Life Management http://www.risejamaica.org/ National Council on Drug Abuse http://ncda.org.jm/ Child Care and Protection Act http://moj.gov.jm/sites/default/files/laws/Child%20Care%20and%20Protection%20Act_0.pdf Sexual Offences Act http://moj.gov.jm/sites/default/files/laws/Sexual%20Offences%20Act.pdf Cyber Crimes Act http://moj.gov.jm/sites/default/files/laws/Cybercrimes%20Act.pdf</p> <p>In groups, students will be given the following link to access safety and security manuals developed for schools. http://www.moe.gov.jm/security-and-safety-policy-guidelines Each group will research one manual from the following list:</p> <ul style="list-style-type: none"> Safety and Security Policy Guidelines Critical Incident Management Plan Field Trip Policy Guidelines Guidelines for Hazardous Materials and Equipment and the Disposal of Hazardous Waste Management of Substance Misuse in the School System <p>They will create a checklist of key requirements and use it to assess whether their school is being effective in adhering to the policies and guidelines. They will also make recommendations for areas that need improvement in the school which will be discussed in the class and presented to administration.</p> | <p>Checklists accurately depict the assessment of the school's effectiveness in adhering to safety and security guidelines.</p> <p>Recommendations proficiently apply advocacy or assertiveness skill along with appropriate value/virtue such as initiative, stewardship or community to improve safety and security school policies and guidelines</p> |

SAFETY AND SECURITY Resources to be used with Unit Plans:

Topic: Self-Protection: My Rights, My Responsibilities

Sample Scenario

Tony is a fifteen-year-old male. He gets in trouble often at home and school. His teachers ignore him in class and do not allow him to participate in class activities. His mother Marcia is frustrated by the school's frequent calls to her and requests for her to visit the school to discuss Tony's indiscipline. Ms. Marcia is tired of Tony's behaviour. She, therefore, decides to take severe action whenever Tony breaks the rules. She gave Tony a curfew of 8:00 pm and warns Tony that he will be punished if he violates her rules.

While Tony was at home one day doing his chores, his friend Bryan called to invite him to come over and play games. Tony said yes to Bryan but did not ask for permission. Ms. Marcia was busy preparing dinner and called out for Tony to go to the shop, however, Tony was nowhere to be found. Ms. Marcia decided that she would punish Tony in a manner that he would never forget.

Tony enjoyed his time with his friend Bryan playing games. He was very excited, especially because he was winning. The time flew by swiftly. When Tony asked Bryan for the time, it was already 10:30 pm. Tony decided to hurry home and apologise to his mother for coming home so late. As he hurried home, he rehearsed what he would say to his mother.

When Tony reached home he realized that all the doors and windows were closed. Tony knocked at the door and called his mother to open the door. Tony's mother was furious. She said to Tony, "Go back where you are coming from or sleep outside." Tony tried to explain and apologized for his behaviour. She told Tony that she was tired of his behaviour. She said, "You are just like your worthless father; all I am doing is wasting my time because you will never amount to anything good. I am tired of wasting my time." Tony felt discouraged as he sat on the verandah and wondered why he was being treated this way. Ms. Marcia peeped through the window and noticed that he was sitting in the verandah chair. She shouted out to Tony, "Get out of my chair, as a matter of fact, come off of my verandah". Tony got up and walked to the side of the house.

By this time, several hours had passed and Tony was very hungry as he had not eaten anything while playing at Bryan's house. Tony began to cry; he called and begged his mother to let him in. However, she ignored him and refused to open the door. Tony had to sleep outside for the entire night. He was so cold that he cried the entire night. He thought long and hard about what had happened to him. He decided that this would never happen again.

Topic: Safe Keeping My Community

| CHECKLIST | YES | NO | NOT SURE |
|-------------------------------------------------------------------------------------------------------------------|-----|----|----------|
| 1. Does your community have a youth club? | | | |
| 2. Does your community have regular community meetings? | | | |
| 3. Is there a community centre in your community? | | | |
| 4. Has an organized plan been established between community members and the community safety division of the JCF? | | | |
| 5. Does your community have a formal neighbourhood watch programme? | | | |
| 6. Have you heard of any incidence occurring in your community that affects safety and security? | | | |
| 7. Do you have proper signage in your community that promotes safety and security? | | | |
| 8. Are community leaders trained in recognizing risk factors for negative behaviours? | | | |
| 9. Are community members provided with information about risk factors that will impact safety and security? | | | |
| 10. Are you encouraged in your community to report criminal activities? | | | |

Topic: Runaway Prevention

Case Studies

Nathan's story

Nathan has been my friend for years. When we were 13, we used to play football together on a Saturday. At one stage he was the team's top goal scorer. Nathan's father died when he was only five years old. My mother told me Nathan's father died in a horrific accident but Nathan never mentioned it. To be honest, I'm not even sure he knows what happened to his father. Nathan lived with his mother and stepfather, Steve. Steve has lived with them since Nathan was 14. He was one of those people who came across as friendly and outgoing and he has always been fine with me, but Nathan said that he was moody and drank too much. Last year, Nathan's mother was taken to hospital after falling down the stairs but Nathan never went to visit her in the hospital. I knew that because he spent most of that period sleeping on our sofa until my mother said he needed to go home. Since then I have not seen that much of him but I knew he regularly slept at other people's houses. He was dropped from the football team for losing his fitness and missing too many practice sessions. One night his mother banged on our door demanding to know where he was but I honestly didn't know. My mother was upset and told me that Nathan was not welcome at our home anymore. I feel sorry for him and always try to say hello when I see him at school.

Mark's story

Mark is my younger brother. My mother and father adopted him when he was three years old. We have always known we were adopted – it was never hidden from us – but Mark struggled with it much more than I did. When he was little he had some contact with his birth parents. They would pick him up and take him to the park at weekends and were always guests at his birthday parties. I never received any gifts from my birth parents but Mark got cards and presents on a regular basis. He always seemed annoyed that they sent him the wrong size clothes or toys he considered too young to play with. I would have been grateful for any acknowledgement from my birth parents.

After Mark's 14th birthday, he refused to let them visit anymore. He said he didn't need two families – one was a big enough problem. It was about the same time that he started hanging around town and stopped cutting his hair. He said it was part of his new identity. I told him it looked ridiculous. The older girls didn't seem to mind. He tried to hide the love bites on his neck but I could see them peeking out from under his collar. We found out that Mark had gotten a girl pregnant four weeks before he ran away. She appeared at the house one night crying on the doorstep, her huge belly sticking out from under her dress. My parents were horrified but they held it together long enough to invite her inside to share her story. Mark, however, refused to let her through the door saying that he would "deal with it." I watched from my bedroom window as he steered her away from the house. A month later he was gone. He packed his bags one night while Mummy and Daddy were celebrating their anniversary and left a note on the kitchen table.

He said that "his boys" were going to take care of them and that the gang were all the family he needed. He wrote that he wanted to make sure his child had a "proper father." My parents were very angry. They called the police; went to school and spent their

time searching the streets but they couldn't find him. Given the size of his girlfriend's bump the night she came by, I'm guessing that the baby must be about six months old by now. That makes me an aunt – well, an adoptive aunt anyway.

Tory's story

Date: 27th February

Name: Kerry

LancasterRole:

Social Worker

Cause for Concern:

I am concerned about Tory Jones who attends East High. She is currently in year 10 and I understand from her form teacher that she does not attend regularly. I have met Tory several times as part of our youth outreach project. We have mostly chatted in bus shelters and in the park where I have found her on her own or chatting with older men. Initially, I met Tory at around 9 pm but recently I have seen her out as late as 2 am. Tory always says that she is fine and that she is waiting for or has just seen her "boyfriends". She is usually well-dressed but wears revealing clothing. Tory has been unwilling to tell me anything about her home or family situation. I have chatted to Tory about our project and we have had a brief conversation about the age of consent and alcohol consumption. On one occasion Tory appeared to have a bruise on her face, which she attributed to a drunken fall.

Jackie's

storyCASE

NOTES

Jackie's father initially reported her missing from home when she disappeared for three nights in a row last November. Before that Jackie had repeatedly stayed out overnight but her father had never asked for help as she always returned home sometime the next day. Her school reported that Jackie's attendance had dropped before Christmas and that she was at risk of underachieving in her CSEC exams. They describe her as a talented and intelligent young woman but explained that she often arrived at school smelling of cigarettes and, on one occasion, what they thought was weed. When I initially spoke to her father he explained that his relationship with Jackie had always been strained. He explained that Jackie's mother had recently remarried and that she had only moved in with him because she did not like her mother's new partner. Initially, Jackie had to sleep on a sofa although, more recently, her father had bought a bed and put up a curtain to give her some privacy from the people sitting in the lounge. On one occasion, her father admitted that he asked Jackie to leave because someone had seen her in a stolen car with a man. The incident was never reported and her father is keen not to have the police involved. Her father was angry that the school made a referral to Child Protection and Family Services Agency and blamed Jackie for the unnecessary intrusion into his life. Her father stated that Jackie was not part of a gang but has good friends who look out for her. Although Jackie has not returned home for over a week, he is convinced she will return in her own time when she wants something.

SEXUALITY & SEXUAL HEALTH

Sexuality and Sexual Health – Grade 9 – TERM 2

| REGIONAL STANDARDS | CORE OUTCOMES | MODULES | UNIT | TOPICS |
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| RS SSH 1: Demonstrate an understanding that the concept of human sexuality as expressed throughout the life cycle is an integral part of every individual. | <ol style="list-style-type: none"> 1. Display knowledge of the various components of human sexuality. 2. Respond appropriately to various components of human sexuality. 3. Critically analyse the consequences of intimate sexual relationships. 4. Demonstrate the ability to respond to intimacy in developmentally appropriate ways. | 1. Differentiating between Sex and Sexuality | 1. My Sexuality | <ul style="list-style-type: none"> • Sexuality: More than Sex • ‘Hanging Out’ |
| RS SSH 2: Students will analyse the influence of socio-cultural and economic factors as well as personal beliefs on the expression of sexuality choices. | <ol style="list-style-type: none"> 1. Demonstrate the ability to evaluate individual readiness to engage in sexual relationships. 2. Respond appropriately to the impact of social determinants (personal beliefs, poverty, negotiating power, technology and entertainment) on sexual behaviours and choices. 3. Demonstrate skills that evaluate individual readiness to engage in sexual relationships. | 2. Sociocultural Influences on Sexual Behaviour | <ol style="list-style-type: none"> 1. Factors that Influence the Expression of Human Sexuality 2. Understanding Gender Issues | <ul style="list-style-type: none"> • Sociocultural Influences • Human Trafficking • Technology Crisis: Sexting & Revenge Pornography • Gender-based Violence • Respect For All |
| RS SSH 3: Students will develop action competence and build capacity to recognize the basic criteria and conditions for optimal reproductive health and reduce vulnerability to priority problems including HIV/AIDS, cervical cancer and STIs. | <ol style="list-style-type: none"> 1. Make appropriate health, social and emotional choices to avoid risks to reproductive health and teenage pregnancy. 2. Explore the relationship between optimal reproductive health and its impact on individual family and national development. Make responsible sexual choices to avoid risks associated with contracting HIV, cervical cancer, and STIs. 3. Engage in appropriate social action among peers and community in response to research on HIV and AIDS and other STIs. 4. Formulate sexual health goals for the maintenance of optimal sexual health. 5. 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. 6. Analyse the physical, economic, social and cultural demands of raising a child. | 3. Managing Reproductive Health | <ol style="list-style-type: none"> 1. Reproductive Health 2. Sexually Transmitted Infections | <ul style="list-style-type: none"> • Contraceptives – What Should I Know? • Abstinence Still Makes Sense • Pregnancy and Parenting – So Not Ready! • Reducing My Risk for HIV, STIs and Cervical Cancer • Living with HIV and AIDS |

| REGIONAL STANDARDS | CORE OUTCOMES | MODULES | UNIT | TOPICS |
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| RS SSH 4: Students will utilize knowledge and skills to access age-appropriate sources of health information, products, and services related to sexuality and sexual health. | <ol style="list-style-type: none"> 1. Locate and utilize available services that support the health needs of adolescence. 2. Analyse the appropriateness of these services in response to adolescent needs in your community or country. 3. Evaluate and adjust sexual health goals and advocate for adolescent-friendly services to achieve these goals. | <ol style="list-style-type: none"> 4. Access Sources of Health Information and Services | <ol style="list-style-type: none"> 1. Exercising My Options | <ul style="list-style-type: none"> • Utilizing Health Sources |

THEME: SEXUALITY AND SEXUAL HEALTH

MODULE 1: DIFFERENTIATING BETWEEN SEX AND SEXUALITY

Demonstrate an understanding that the concept of human sexuality as expressed throughout the life cycle is an integral part of every individual.

About the Module

A differentiation needs to be made between the terms sex and sexuality. Sexuality has a variety of dimensions which include biological sex and gender. One's sexuality also encompasses the many social, emotional and psychological factors that shape the expression of values, attitudes, social roles and beliefs about self and others as being male or female.

Key Skills

Coping Skills (healthy self-management, self-awareness)

Social Skills (communication, interpersonal relations, assertiveness, refusal)

Cognitive Skills (critical and creative thinking, decision making)

GUIDANCE FOR THE TEACHER

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

LINKS TO OTHER SUBJECTS: Religious Education

GRADE 9 Theme: Sexuality and Sexual Health

Module 1: Differentiating Between Sex and Sexuality

Unit 1: My Sexuality

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

1. Understand human sexuality
2. Respond appropriately to different sexual situations that can cause harm to self and others.
3. Apply life skills to respond to manage sexual feelings and behaviours.

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

Topic 1: Sexuality: More Than Sex

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

Values/Virtues: Foresight, Insightful, Wisdom, Prudence, Respect, Courage

| Objectives | Points to Note/Guidance to Teacher | Strategy | Suggested Learning Activities | Assessment Criteria |
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| <p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> • Explain the five components of sexuality • Justify the importance of discussing issues of sexuality with parents, guardians or a responsible adult • Demonstrate the ability to manage issues related to components of sexuality | <p>Note to HFLE Teacher: <i>It is important to communicate with parents the objectives and activities of the lesson as they are responsible for monitoring sexual content in and outside the home.</i></p> <p>Sexuality is not only sexual activity but encompasses every aspect of our being from our attitudes and values to feelings and experiences. It is influenced by family, design, culture, religion/spirituality laws, professions, institutions, science and politics. Developing comfort and confidence about sexuality is part of growing up. Such confidence may be influenced by individual, family and social experience.</p> <p>Components of Sexuality Sensuality: The sensuality component represents the ways that we experience pleasure. We experience sexuality through our</p> | <p>Concept Mapping/ Presentation</p> <p>Reflective Journaling</p> | <p>In groups, students will develop and present a concept map describing the component of sexuality given by the teacher. Students will make presentations on the assigned area of sexuality with the aid of ICT. Teacher will provide clarification where necessary.</p> <p>Students will use the concept map to answer the following reflective questions in their journals:</p> <ul style="list-style-type: none"> • What about the topic makes you uncomfortable and why? • What areas, if any, am I concerned about, or are unclear? • Why is it important for me to discuss concerns about this topic with my parent/guardian or a responsible adult? | <p>Concept maps and presentations indicate clear and accurate understanding of the five components of sexuality</p> <p>Journal entries and students' responses depict competence in the application of the value/virtue insightful or foresight to provide reasonable and valid arguments about the importance of discussing issues relating to sexuality with ideal persons for clarification</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategy | Suggested Learning Activities | Assessment Criteria |
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| | <p>senses as pleasure, and our bodies physically respond. Body image is the way that we feel about our bodies, and influences how and when we allow ourselves to experience sexual touch. Skin hunger refers to the human need to be physically touched. All people have different levels of skin hunger – some people prefer little physical contact, while others prefer frequent contact.</p> <p>Intimacy: This is the process of becoming emotionally close to another person. This circle applies to all kinds of relationships, including family and friends. Intimacy is a driving force behind many of the close relationships that we have in our lives.</p> <p>Sexual Identity: This component represents who we are and how we explain and express ourselves to other people. This includes how we see ourselves as males and females.</p> <p>It also includes gender roles, which are the cultural expectations placed on us to “act like” men or women.</p> <p>Sexual Health & Reproduction: This component represents the physical facts of our bodies, how they function sexually, the components of reproduction, the physical changes that happen from birth to death, and the challenges that people face, including sexually transmitted infections (STIs), sexual dysfunction, and infertility.</p> <p>Sexualization: Involves how we use our sexuality to manipulate or control others. It includes flirting, sexual harassment, incest and rape.</p> | <p>Role Play</p> | <ul style="list-style-type: none"> • Who do you trust to talk to about concerns you may have or areas that are unclear for you? (Provide reasons for your answer): <ul style="list-style-type: none"> • Parents/Guardians • Peers • Responsible adults such as teachers, guidance counsellors or religious leaders <p>Students will be selected at random to discuss their answers provided for the last question. Teacher should provide clarification on any misconceptions shared and further justifications to validate the importance of discussing issues related to sexuality with appropriate persons.</p> <p>In groups, students will brainstorm common issues experienced among persons their age related to any of the components of sexuality discussed and share them with the teacher. With the guidance of the teacher, they will then select one of the issues and demonstrate how to apply appropriate life skills to cope with or manage the issue/challenge. They will role-play their response. Role plays must include talking to a trusted adult.</p> <p>The role plays can be performed at a general assembly, grade assembly, or other related school events.</p> | <p>Role-plays illustrate effective use of decision making, problem solving, negotiation or refusal skill along with appropriate value/virtue such as courage, wisdom or prudence to manage issues related to components of sexuality</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategy | Suggested Learning Activities | Assessment Criteria |
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| | <p>Abuses of power occur when one person does not (or cannot) gain consent yet engages in a sexual act, or uses sex as a tool to gain power over another.</p> <p>In all our expressions of sexuality, we must take responsibility for our behaviours and emotions. Care must be taken not to hurt others.</p> <p>We must learn to be assertive, negotiate and deal with positive and negative pressures to successfully relate to others.</p> <p>Note to HFLE Teacher</p> <p><i>For further information on the components of sexuality, see pages 337-340 in the Grade 7 & 8 HFLE Curriculum Guide.</i></p> | | | |

GRADE 9 **Theme: Sexuality and Sexual Health**

Topic 2: **‘Hanging Out’**

Life Skills: Social: Negotiation
 Cognitive: Decision-making
 Coping: Self-awareness

Values/Virtues: Clear-thinking, Wisdom, Courage, Self-control, Self-restraint, Reason

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| <p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> • Explain the importance of healthy adolescent socialization • Distinguish between healthy and unhealthy social interactions among peers • Modify behaviours to support appropriate socialization with their peers • Demonstrate cognitive or social skills to refrain from engaging in risky/inappropriate social situations with their peers | <p>Adolescents will be interested in ‘hanging out’ with their peers. Socializing is an important factor in their development as not being able to socialize properly can contribute to poor mental and emotional health, often leading to stress and anxiety. Healthy social interactions are therefore important to adolescent development as it supports their sense of well-being and help them to feel understood and supported. Healthy relationships can also help to develop their sense of identity and prepare them for more positive relationships during adulthood.</p> <p>Healthy/Appropriate Social Interactions</p> <p>The ability to recognize healthy social interactions is important for adolescents. Adolescents should be guided on age-appropriate activities that will prevent risky sexual behaviours when socializing with their peers, especially persons they may feel a sense of attraction towards.</p> <p>Parents and adolescents should work together to establish guidelines for when adolescents socialize with each other.</p> <p>Adolescents should:</p> <ul style="list-style-type: none"> • Always seek permission to go out and inform parents/guardians who they plan to go with and where | <p>Group work/ Discussion</p> <p>Brainstorming/ Discussion/ Debate</p> | <p>In small groups, students will use their prior experience and/or observations to define socialization. They will also discuss why it is important for teenagers to have healthy social interactions. Groups will share their answers in a whole-class discussion. Teacher will clarify any misconceptions and provide additional information as needed.</p> <p>Students will be divided into groups. Each group will brainstorm and discuss situations/behaviours that would be considered acceptable/appropriate and unacceptable/inappropriate when hanging out with their peers.</p> <p>Groups will record and share their responses with the class. As a whole group, they will categorize the situations/behaviours as healthy or unhealthy. Using the format of a ‘sound clash’ or debate they will justify their responses. Teacher will provide feedback and clarification where necessary.</p> | <p>Students’ responses depict an accurate and clear understanding of the importance of healthy social interactions</p> <p>Students’ responses reflect a clear and accurate understanding of the difference between healthy and unhealthy teenage social interactions among peers</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| | <ul style="list-style-type: none"> • Go out in groups in a public place • Go out with a chaperone • Always have a friend or someone they trust with them • Socialize with persons who will influence them positively • Participate in organized group activities e.g. activities coordinated by clubs, societies and community groups • Stick to well-lit areas with a lot of people around • Avoid situations that will lead to sexual activities <p>Unhealthy/Inappropriate Social Interactions</p> <ul style="list-style-type: none"> • ‘Hanging out’ with people they do not know • Socializing with people who negatively influence their behaviour • ‘Hanging out in secluded spaces • ‘Hanging out’ unsupervised at home or a friend’s house • Going out one-on-one unsupervised with someone they may be attracted to • Socializing with peers who influence them to engage in negative behaviours especially those who encourage sexual activities • Engaging in sexual activities or situations that will lead to sexual activities | Journaling | <p>In their journals, students will reflect on their actions and behaviours when socializing with their peers.</p> <p>Reflective Questions:</p> <ul style="list-style-type: none"> • What kinds of activities do I engage in when hanging out with my peers, including someone I may be attracted to? • Where do I go when socializing with my peers? • What inappropriate/risky behaviours do I engage in when socializing? • What can I do to change the behaviours that put me at risk when socializing with my peers? • What actions do I need to take to ensure that I socialize with my peers in a healthy way? <p>Students will monitor and track their behavioural changes. In their journals, they will reflect on their experience and indicate how they feel about their progress in modifying their behaviours to support appropriate socialization with their peers.</p> | Students’ responses reflect appropriate value/virtue such as clear-thinking, self-restraint or wisdom to modify their behaviours |

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| | <p>Social interactions that involve wide age differences increase the likelihood of coercion, manipulation, isolation, violence and carnal abuse. Young teenagers are not ready for dating and other adult activities as they are still discovering who they are. Romantic relationships can add unnecessary stress, causing adolescents to develop an unhealthy self-image and low self-esteem due to break-ups.</p> <p>They should instead enjoy developing healthy, lasting friendships with both sexes through healthy social interactions.</p> | <p>Role Play</p> | <p>Students will be given case scenarios to discuss and prepare a role play to show how they will use a life skill and appropriate value/virtue to ensure personal safety and engagement in healthy/appropriate behaviours when hanging out with their peers.</p> <p>Sample case scenario:</p> <p>Kemar is 13 years old and attends high school. Several weeks ago, he met Keisha at a friend's house. Keisha is 14 and seems to enjoy his company. Kemar goes out with Keisha whenever he can. She brings him presents and tells him that he is cute. Kemar likes her. Keisha has asked Kemar to be her boyfriend and wants to take the relationship to another level by inviting him to her friend's house.</p> <p>Note: Alternate case study for girls</p> | <p>Role plays illustrate competence in decision making, problem solving, negotiation or refusal skill along with appropriate value/virtue such as courage, reason or self-control</p> |

THEME: SEXUALITY AND SEXUAL HEALTH

MODULE 2: SOCIOCULTURAL INFLUENCES ON SEXUAL BEHAVIOUR

Analyse the influence of socio-cultural and economic factors, as well as personal beliefs, on the expression of sexuality and sexual choices.

About the Module

Young people display their attitudes and values in their sexuality. Family, religion, culture, technology – including media – and peers, influence these behaviours. Students will acquire knowledge and skills that will assist them in understanding their own sexuality and making decisions about their sexual engagement, which will allow them to realize their potential as responsible and caring human beings.

Key Skills

Coping Skills (healthy self-management, self-awareness)

Social Skills (communication, interpersonal relations, assertiveness, refusal, negotiation)

Cognitive Skills (critical thinking, creative thinking, problem solving, decision making, critical viewing)

GUIDANCE FOR THE TEACHER

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

LINKS TO OTHER SUBJECTS: Religious Education

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| | <p>Media Influence The media has become an integral part of socialization for most adolescents. While using social networks, exchanging messages, viewing photos, playing games or watching videos, adolescents may encounter content of a sexual nature. This may impact their adolescent sexual behaviours in various ways.</p> <p>Sexual Objectification The media may cause adolescent males to view women as sexual objects and to imitate content that depicts women in this way. For adolescent females, they may alter their perception of reality to conform to the media's depiction of women as sexual objects that are subjected to mistreatment. Objectification of females is common in music videos, for example, displaying beautiful women who seem obsessed with a desire to please the male characters in the video. All pornography objectifies human beings for the distorted pleasure of others.</p> <p>Early Sexual Activity According to the Rand Corporation, a not-for-profit research organization, teenagers exposed to sexually oriented television shows are likely to become sexually active at an early age. A study conducted by the organization in February 2013 revealed that teenagers who watched sexual content on television frequently were likely to have first-time sex in the following year.</p> <p>Studies have also shown that early dating, especially between the ages of 13 and 14, significantly increases the chance of early sexual activity among adolescents. Similarly, affiliation with peer groups that favour sexual activity can also lead to early sexual activity.</p> | <p>Performing Arts</p> | <ol style="list-style-type: none"> 4. It is OK to have sex with someone you just met. 5. Boys and girls can have the same household chores. 6. It is OK to send semi-nude pictures of myself to my boy/girlfriend's phone. 7. It is NOT okay to make inappropriate sexual advances or remarks towards anyone. 8. Some careers are more appropriate for men and others for women. <p>Students will then discuss each statement and analyse how their personal beliefs may influence their behaviours based on their responses to each question. The following guided questions may be used:</p> <ul style="list-style-type: none"> • Explain how religious, cultural, media or health factors have influenced your answers. • Have any of your personal beliefs impacted your expression of sexuality, positively and negatively? How? • What are some of the consequences of negative behaviours related to sexuality? • What can you do to prevent or minimize factors that negatively influence your thoughts, feelings and behaviours? <p>Students will prepare an edutainment (education through performing arts) piece that will promote healthy expressions of sexuality. The edutainment piece will depict various socio-cultural influences that affect sexuality and strategies to address these issues. Students will showcase the edutainment piece to the school population at a special event.</p> | <p>Performing arts illustrates effective use of problem solving, decision making, effective communication, refusal or advocacy skill</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| | <p>Sexual Openness</p> <p>Some adolescents use media platforms to be open about their desires and experiences. This is especially prevalent on social networks, blogs and texting on cell phones which expose them to dangers such as human trafficking, cyberbullying, sexual exploitation and abuse. Examples of ways in which adolescents may express themselves include erotic poems, sexting or posting nude pictures of themselves.</p> <p>Influence Responsible Behaviour</p> <p>The media can encourage responsible sexual behaviour by providing teenagers with sexual information regarding issues such as abstinence, the use of condoms, avoiding STDs, and masturbation. The media also influences responsible sexual behaviour by providing information through entertaining and educating content.</p> <p>Social expectations and laws affect what we learn and think about our own sexuality and that of others. As a result, one's expression of sexuality is greatly impacted by religious beliefs, culture, media and health outcomes of engaging in certain behaviours.</p> <p>Examples of Healthy Expressions of Sexuality</p> <ul style="list-style-type: none"> • My faith and belief in God help me to choose abstinence. • I love the shape of my body. • I am attracted to the opposite sex does not mean I need to engage in inappropriate sexual behaviours. • Pregnancy and parenting are not ideal for teenagers. • I will report all forms of sexual abuse and harassment. | | | <p>along with appropriate value/virtue such as prudence, empowerment or fortitude to minimize negative influences on adolescents' sexuality</p> |

GRADE 9 Theme: Sexuality and Sexual Health

Topic 2: Human Trafficking

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

Values/Virtues: Courage, Concern, Consideration, Diligence, Empowerment, Resourcefulness, Prudence, Support

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| <p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> Examine the effects of human trafficking on the physical and emotional self Acknowledge their risk and vulnerability to human trafficking Advocate for the prevention of child trafficking Demonstrate the ability to use social or cognitive skills to promote strategies to reduce their risk of being trafficked | <p>Note to HFLE Teacher: It is important to communicate to parents the objectives and activities of this lesson as they are responsible for monitoring and supervising sexual content in and outside of the home.</p> <p>Effects of Human Trafficking</p> <ul style="list-style-type: none"> Physical injury, illness or death from harsh working conditions and limited access to services Unwanted pregnancy Lack of access to education Failing or dropping out of school Poor cognitive development Security risks including possibly retaliation from trafficker Serious effects on emotional development and mental health Severe trauma reactions that require specialized care Suicidal thoughts Substance use/misuse Aggressive behaviour Social ostracism and stigma Isolation from friends and family | <p>Case Studies/ Discussion</p> | <p>Students will read case studies of human trafficking in Jamaica. Ensure that they are based on the stories of real survivors of child trafficking. Students will discuss in large/small groups the effects of sex trafficking on the physical and emotional self, based on the information presented.</p> <p>Sample Case Study: <i>My sister and I were tricked into leaving home to stay with a lady who would take care of us. The lady made us work and earn money for her. She made me clean and washed dishes at her restaurant. She made my sister do all the cooking and offer sexual favours to men if it was requested. We worked hard day and night and we never received any payment. She yelled at us and beat us. We lived with this secret for years. But the beatings wore on me, and I couldn't imagine they'd get any worse if the lady knew I told the secret. So I decided to tell someone I trusted, the pastor at the nearby church, who then called the OCR and CISOCA. They connected him with the CDA who has the experience of helping survivors of trafficking like me. Investigations were conducted and government officials took us away from the lady and placed us in a foster home. We were given medical care, counselling,</i></p> | <p>Students' responses depict an accurate and clear understanding of the effects of human trafficking on the physical and emotional self</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment |
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| | <p>Some reasons people become traffickers</p> <p>Demand – The market for human trafficking is guided by the desire for cheap labour and sex</p> <p>Profit – Traffickers make billions of dollars annually from trafficking</p> <p>Power and Control – Traffickers want to have power and control, so they target the vulnerable</p> <p>How big is the problem?</p> <p>Trafficking affects every country in the world, whether it be:</p> <ul style="list-style-type: none"> • a source country, where victims are trafficked from • a transit country, where victims are trafficked through • a destination country, where people are trafficked <p>Forms that labour trafficking can take include:</p> <p>Forced labour</p> <ul style="list-style-type: none"> • Domestic servitude • Forced begging • Debt bondage <p>Sexual exploitation</p> <ul style="list-style-type: none"> • Prostitution • Pornography • Remote interactive sexual acts • Private sexual acts • Pornography • Forced marriage • Forced military service | <p>Project</p> | <p><i>and other services. The lady was convicted of human trafficking and is serving time in prison. Several attempts have been made to contact our family in Portland but we were not successful. We are grateful that we have been rescued so we can begin to heal from those years of exploitation.</i></p> <p>Students will develop an advertising campaign for a school-or class-wide Child Trafficking Awareness Day or Week on the theme “Ending Child Trafficking: What Can I Do?” The ad campaigns will be shared with the entire school.</p> <p>Suggested projects for advertising campaigns may include:</p> <ol style="list-style-type: none"> 1. Design a bulletin board or hallway display. 2. Create a PowerPoint presentation to be shown at a school or class assembly. 3. Create a 10-minute movie for the whole school to view. 4. Designing a page on the school’s website 5. Design and air a news broadcast for the local cable station, or an audio broadcast over the school’s PA system 6. Design brochures to hand out at school, church and in the community. <p>Reflective Questions:</p> <ol style="list-style-type: none"> 1. What can I do in my country to combat human sex trafficking? 2. How can I assist victims of trafficking? 3. What implications does trafficking have for my future practice, plans, work, etc.? | <p>Outputs of the advertising campaign depict competency in the application of advocacy skill along with appropriate value/virtue such as prudence, diligence, support or resourcefulness in increasing awareness to prevent children trafficking</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| | <p>Poverty, while important, is only one of many risk factors, which can include lack of education or economic opportunity; breakdown in the family due to separation, displacement, disease, or death; and societal discrimination based on class, religion, or ethnicity. Anyone can be trafficked, regardless of class, education, gender, or age.</p> <p>Preventing and Protecting Oneself from Becoming Victims of Human Trafficking</p> <p>There are some things to do to avoid becoming a human trafficking victim:</p> <p>Educate Yourself - Increase your general knowledge and awareness of child trafficking</p> <p>Know the Signs - Recognizing the warning signs of child trafficking increases your ability to identify potential victims and provide help</p> <p>Report it - Always report suspicion of child abuse or neglect</p> <p>Raise awareness - In your family, among your peers and in your community about warning signs and risk factors</p> <p>Take Action – Become an advocate for victims and potential victims</p> | | | |

GRADE 9

Theme: Sexuality and Sexual Health

Topic 3:

Technology Crisis: Sexting and Revenge Pornography!

Life Skills:

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

Values/Virtues:

Discernment, Respect, Self-restraint, Consideration, Support, Encouragement, Wisdom

| Objectives | Points to Note/Guidance to Teacher | Strategy | Suggested Learning Activities | Assessment Criteria |
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| <p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> Describe how sexting and revenge pornography can have adverse effects on a teenager Advocate for an end to gender-based violence on the internet Demonstrate the ability to use social skills to avoid sexting and revenge pornography | <p>Note to HFLE Teacher: This information should be presented to students in an age-appropriate manner.</p> <p>Today more than ever it is extremely important to discuss privacy and self-respect with students. Teens who are involved in sexting may make themselves vulnerable to becoming the victim of revenge porn.</p> <p>Sexting is sending sexually explicit messages, photos or videos via cell phone or instant messenger. Reckless sexting between teens can have devastating and humiliating consequences including loss of self-esteem, bullying, revenge pornography and depression. The person who distributes the photo can face school expulsion and even prosecution under the law. If the videos are of an unwilling participant of any age, the perpetrator can be prosecuted.</p> <p>Revenge Pornography is the posting of nude or sexually explicit photographs or videos of people online without their consent, even if the photograph or video itself was taken with consent, to cause the victim humiliation or embarrassment. Revenge pornography also features the sexual activities of an unwilling participant, which is rape. Revenge porn, sometimes called cyber-rape or non-consensual pornography, is usually posted by a scorned ex-lover or friend, to seek revenge after a relationship has gone sour. Unfortunately, most of the revenge porn videos posted about Jamaican teens are actions of rape. It is also considered gender-based violence as</p> | <p>Video Presentation, Unscrambling and Discussion</p> | <p>Students will watch the two YouTube videos on revenge porn and how sexting or taking a selfie can lead to this type of pornography.</p> <p>What is Revenge Porn: https://youtu.be/n_f94IFeBek?list=PLIZ3p64k6NsxNc-_jjpywYYot_mBauYSp</p> <p>Undercover Mom Takes on Revenge Porn King: https://youtu.be/dXWs4cBJXjU?list=PLIZ3p64k6NsxNc-_jjpywYYot_mBauYSp</p> <p>Note to HFLE Teacher: Emphasize to students that these scenarios are much closer to home than they may think. Inform them that they should dispel the “it can’t happen to me” myth. Use local examples of teens in dangerous situations due to sexting which may lead to revenge pornography or those that occur because of rape.</p> <p>The following sentences will be given to students in a scrambled manner. They will read them and put them in order of how sexting can lead to revenge pornography.</p> <ul style="list-style-type: none"> A Teen girl/boy took semi-nude photos of herself/himself and sent | <p>Students’ responses depict an accurate and clear understanding of the adverse effects that sexting and revenge pornography may have on teenagers</p> <p>Discussion reflects appropriate value/virtue eg. discernment, wisdom or respect</p> |

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| | <p>most of the victims are females.</p> <p>Who Facilitates Revenge Porn?</p> <ul style="list-style-type: none"> The hacker or person who submits or releases the photos and videos. The website on which the photos and videos are posted. The users who view the photos and videos. The people who share the photos and videos. News reports that tell you where the photos and videos are hosted. <p>How can revenge porn hurt an individual?</p> <ul style="list-style-type: none"> When applying and interviewing for a new job, potential employers can search for applicants on the Internet. Finding revenge porn on the person can influence the employer's judgment. Humiliation and defamation of character. Loss of current job. Family, friends and children viewing private images or videos. Loss of friends or other relationships because of leaked photos and videos. Children being teased and bullied in school because their friends viewed a parent's private images or videos. Expulsion from school or criminal charges for cases involving underage children. Photos and videos last a lifetime on the internet. Harassment and stalking from others who have seen the individual's photos and videos. <p>Websites hosting underage photos are illegal. People who view, share or post underage photos on these websites are also committing a crime and are</p> | <p>Panel Discussion/ Research/</p> | <p>them to her/his boyfriend/girlfriend.</p> <ul style="list-style-type: none"> They argued and broke up She/He got a new boyfriend/girlfriend The jealous ex-boyfriend/girlfriend forwarded the photos to his/her friends. The friends shared the photos with other people by various means <p>After unscrambling, a brief discussion will be held to explore the consequences of revenge pornography</p> <ul style="list-style-type: none"> In what ways can this teen girl's photo be passed on to millions of people? How do you think she will respond when she discovers the actions of her ex-boyfriend? Which value/virtue and life skill the teen girl should have possessed to resist sexting? Which value/values and life skill did her ex-boyfriend need to resist being a perpetrator of revenge pornography? How do you think the teen girl can recover from the devastating effects of revenge pornography? <p>Students will read the online news report below and in a classroom panel discuss the questions that follow. Assign a student to act as the moderator.</p> <p><i>A mysterious video allegedly showed the rape of a schoolgirl from a high school in Jamaica, which reportedly surfaced on social media on the weekend, has</i></p> | <p>Students' responses throughout the discussion depict competence in the application of the value/virtue concern or consideration</p> |

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| | <p>subject to prosecution. Students should:</p> <ul style="list-style-type: none"> • Think of the consequences of texting or forwarding a sexy image of someone underage, even if it's a picture of themselves • Not take pictures of themselves that they would not want everyone to see • Before hitting send, remember that they cannot control where the image might travel • Remember that if they forward a sexual picture of someone underage, they are just as guilty as the original sender <p>Report any nude images they may receive to a trusted adult or make a report to local law enforcement. Call: 888-PROTECT (776-8328)</p> <p>Additional resources are available at the Office of the Children's Advocate under their campaign, "Be Social, Be Smart"</p> | | <p><i>caused the school to bring the matter to the attention of the police. Not many details exist on when the video was posted to the social networking site, Facebook, or the extent of the sexual content being videoed as it was removed quickly from the site.</i></p> <p><i>When the school where the alleged victim is said to be a student was contacted, an administrator told us that students were overheard discussing it.</i></p> <p><i>When pressed as to what grade the female student belonged to, and the age of the victim, the administrator would go no further with the information. "As I said, it is in the police's hands and I am not going to give out information like this," the administrator added.</i></p> <p><i>When the police station closest to the school was contacted, a policeman disclosed that a concerned citizen brought it to their attention. However, he pointed out that no report was made and that checks to locate the video proved futile.</i></p> <p><i>Asked if a student victim has been identified he said, "We don't know who. A person just called and said they saw a video which appears that some student from ... was being raped on Facebook. We went on Facebook but we haven't seen it. Nobody has reported any rape from the school or anything so we don't know."</i></p> <p><i>"The concerned citizen never left a number for us to call back. Apparently, they removed it. Our investigation stops</i></p> | <p>about gender-based violence</p> |

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| | | <p>Visual Arts/ ICT</p> <p>Role Play</p> | <p><i>before it even started. There is nothing to show that something actually happened," he added.</i></p> <p>Guided Questions: Why do you think some perpetrators will get away from posting revenge porn or rape videos? How can we advocate for an end to gender-based violence against females? What can we do as an individual to cease revenge pornography?</p> <p>In small groups, research Jamaican laws that seek to protect victims of revenge pornography. Students will develop a brochure with the laws and strategies to end gender-based violence. Students will post, email or share brochures on various social media platforms.</p> <p>Reflective Questions: How can reckless sexting affect my future endeavours? How would I feel if my peers viewed something of me because of revenge pornography? How can I ensure that I do not support revenge pornography?</p> <p>With the reflective questions in mind, in small groups, students will be given a scenario depicting teenagers being peer pressured to participate in sexting or revenge pornography. They will demonstrate how they use a selected life skill with a value/virtue to avoid or resist getting involved in sexting or revenge pornography. Students will be given a rubric to rate each group's role-play. The role-play that received the highest score will be demonstrated to the wider student body at an appropriate function.</p> | <p>Brochures illustrate effective use of advocacy skill along with appropriate value/virtue such as support or encouragement</p> <p>Role Plays depict proficiency in the application of refusal, decision making or negotiation skill along with appropriate value/virtue such as self-restraint, discernment or wisdom to avoid sexting or revenge pornography</p> |

GRADE 9**Theme: Sexuality and Sexual Health**

Module 2: Sociocultural Influences on Sexual Behaviour

Unit 2: Understanding Gender Issues

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

1. Understand the effects of gender-based violence.
2. Recognize the need for advocating for human rights for all genders.
3. Apply skills that will provide a positive response to negative related gender issues.

Core Values: **Ethical lenses – 1. Rights and responsibility 2. Appropriate use of power**
3. Self-enhancing relationship 4. Stewardship/service

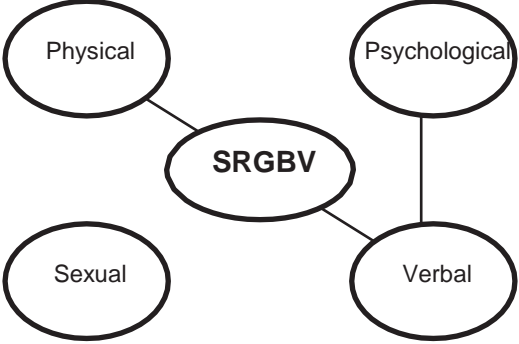
Topic 1: Gender-Based Violence**Life Skills:** Social: Empathy, Communication, Negotiation, Assertiveness

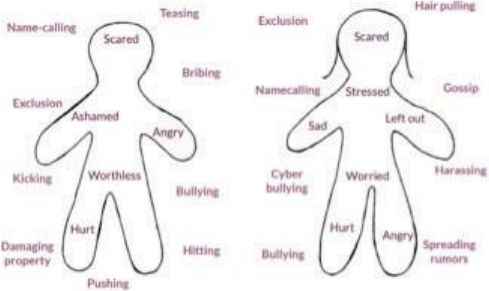
Cognitive: Critical thinking, Problem solving

Coping: Self-awareness

Values/Virtues: Kindness, Respect, Courtesy, Tolerance, Prudence, Courage, Support

| Objectives | Points to Note/Guidance to Teacher | Strategy | Suggested Learning Activities | Assessment Criteria |
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| <p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> • Explain the concept of gender-based violence • Examine the effects of school-related gender-based violence • Promote safe and enabling learning environments for self and others • Demonstrate the ability to use social skills to deter school-related gender- | <p>Gender refers to social characteristics such as norms, roles and attitudes that are attributed to a person being male or female.</p> <p>Sex, either male or female, is determined from conception and is reflected in our external anatomy (penis or vagina).</p> <p>Gender-based violence is violence that targets individuals or groups based on whether they are male or female. Gender-based violence is any act that results in or is likely to result in, physical, sexual, or psychological harm or suffering to someone based on gender role expectations and stereotypes. Gender-based violence occurs because of normative role expectations associated with one's gender, and unequal power relationships between males and females.</p> <p>Power is exercised through control of resources, ideas, and knowledge. Gender-based violence is an abuse of power.</p> | Brainstorming/ Discussion/ Concept Web/ Presentation | <p>Students will be asked to explain their understanding of the terms gender and violence. Referring to the answers, the teacher will clarify the difference between gender and sex. In groups, they will then be given four different scenarios depicting gender-based violence under the headings of physical, verbal, psychological and sexual. They will use these scenarios to define gender-based violence. Teacher will clarify where necessary.</p> <p>Examples of Scenarios: Physical: A husband hitting his wife for not having dinner ready when he wants it.</p> <p>Verbal: Peers calling out mean comments to a male student because he seems feminine.</p> <p>Psychological: Threatening to damage the reputation of a male or female if he/she does not do what the person wants.</p> | Students' responses and concept webs indicate a clear and accurate understanding of gender-based violence |

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| <p>based violence</p> | <p>It can include the abusive use of physical power, such as physical violence (like hitting, pushing, or slapping). It can also occur through the abuse of psychological or emotional influence such as when someone convinces others to do things that are against their interests, abuses their rights, or controls others through fear. In many societies, females are expected to be submissive to males. This results in females having less power.</p> <p>School-related gender-based violence (SRGBV) is any form of violence based on gender roles and relationships that take place in, on the way to, or around the school or educational institution. Although this violence may take place in the classroom itself, it often occurs in other less supervised spaces in or around the school. The violence may be perpetrated by students or by adults, including teachers, administrators, parents or transport drivers. Those who have less power in and around the school are more likely to be targets of gender-based violence. Girls are at especially high risk for gender-based violence.</p> <p>Examples of SRGBV</p> <p>Verbal</p> <ul style="list-style-type: none"> Name-calling Shaming, teasing or humiliating males and females who don't conform to gender norms Use of gendered language to abuse or put others down Name-calling or reprimands based on supposed sexual history | <p>Stimulus Activity/ Journaling</p> | <p>Sexual: Forcing a woman/man to have some form of sexual contact with him/her against their wishes.</p> <p>The groups will discuss examples of gender-based violence that occurs in schools (SRGBV) which they will categorize into the headings above. They will present their examples using a concept web.</p>  <pre> graph TD SRGBV((SRGBV)) --- Physical((Physical)) SRGBV --- Psychological((Psychological)) SRGBV --- Sexual((Sexual)) SRGBV --- Verbal((Verbal)) </pre> <p>In small groups, students will be asked to fold a sheet of paper in half and draw the outline of a female on one side and the outline of a male on the other side.</p> <p>In the space outside the body, they will list all the kinds of gender-based violence that can happen to the male or female respectively. Students will be prompted to include examples of physical violence and verbal and psychological violence.</p> <p>On the inside of the body, students will write all of the feelings that these kinds of violence might cause for the person who experiences these forms of violence as shown in the examples below.</p> | <p>Outputs of stimulus activity and journal entries reflect competence in the application of critical thinking skill to provide a clear and accurate understanding of the effects of school-related gender-based violence</p> |

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| | <p>Psychological</p> <ul style="list-style-type: none"> Excluding those who don't conform to gender norms Circulating gossip or rumours Insulting or rude gestures, facial expressions or body movements <p>Physical</p> <ul style="list-style-type: none"> Harassment of those who do not fit gender norms by pinching, beating, slapping, pushing, kicking, or throwing objects Forcing gendered labour or service (e.g. girls having to stay behind and clean the classroom) Using more severe forms of corporal punishment against male students <p>Sexual</p> <ul style="list-style-type: none"> Unwanted kissing, groping or touching Making sexual remarks about another's behaviour or reputation Forced sexual contact Rape Forced viewing of sexual acts or pornography Exchange of sexual services for better grades <p>Gender-based violence on the way to school</p> <p>In Jamaica, some students have experienced gender-based violence while they are walking to or from school or waiting for a bus or taxi. This includes violence committed by transport drivers or by people on the street. Female students are more vulnerable to kidnapping or trafficking.</p> | |  <p>Teacher's coaching point:</p> <p>Teacher will emphasize that it is important to understand the psychological effects of gender-based violence. When students learn the effects of violence they will be able to empathize with the target and are less likely to perpetrate or tolerate violence, or to excuse it as a joke or as teasing.</p> <p>Naming the behaviours as forms of violence or bullying is a first step towards understanding that this type of behaviour is not acceptable.</p> <p>Students will be given the following reflective questions to provide their understanding of how gender-based violence may impact learning outcomes.</p> <ul style="list-style-type: none"> Would you be interested in coming to school if you were a victim of gender-based violence? Why? If you were a victim of gender-based violence, how will your school work be affected? How do you think a victim of gender-based violence copes with school-related activities? | |

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| | <p>Effects of school-related gender-based violence on learning includes:</p> <ul style="list-style-type: none"> • Being unable to concentrate • Attaining lower grades • Losing interest in school • Fearful to participate in class activities • Afraid to ask the teacher for help • Exclusion from various school activities (e.g. Sports) • Transferring to different schools • Leaving school altogether • Reduced options in subject and career choices <p>Psychological outcomes of school-related gender-based violence, include increased risk of:</p> <ul style="list-style-type: none"> • Lower self-esteem • Anxiety • Depression • Poor physical health • Loss of trust in others • High-risk sexual behaviour • Family conflict • Self-harm • Suicide • Uptake of alcohol or other drug use <p>Addressing SRGBV</p> <ul style="list-style-type: none"> • Promote gender equality • Teach students social skills such as: • Assertiveness: to be able to | <p>Brainstorming/ Creative Arts/ Observation/ Discussion</p> | <p>In groups, students will be given a copy of their school map (which can be copied from the school's handbook). They will be asked to mark safe and unsafe places where gender-based violence may occur. They will be asked to provide reasons for their answers.</p> <p>Students will be asked to make up new rules to make their classroom and school feel safe and friendly, where everyone is treated as equals and with mutual respect. The following questions will be given as guidelines for students to make the rules:</p> <ul style="list-style-type: none"> • What rules do we need to make sure everyone is happy in school? Think about boys, girls, and anyone who does not fit traditional gender norms when you make these rules. • What rules do we need to make sure everyone is safe in school, including safe from gender-based violence? • Do we need any other rules for other areas in the school? For example, around the restrooms, the hallway, or the schoolyard? • What rules do we need to make sure people are hard-working and learning well while in school? <p>The rules will be charted and erected in the various unsafe areas identified earlier on the school map. The groups will be required, with the assistance of teaching staff, to monitor one of the identified unsafe areas during non-contact sessions to encourage the student body to observe the rules. Students will do this for one to two weeks and will record their observations using a checklist. Students will provide their feedback on the activity in a</p> | <p>Proposed rules are appropriate and depict effective use of critical thinking or problem solving skill along with appropriate value/virtue such as tolerance, or respect, kindness or courtesy to promote a safe and enabling learning environment at school</p> |

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| | <ul style="list-style-type: none"> • communicate their rights and opinions with respect without being fearful or aggressive • Empathy: to understand how an individual may feel being a victim of GBV • Advocacy: to communicate effectively on behalf of others and to increase awareness of GBV • Refusal: resisting peer pressure to engage or indulge in activities leading to GBV • Inculcate appropriate values that support human rights and gender equality such as tolerance, respect, discretion, kindness and empowerment. | Role Play | <p>whole-class discussion.</p> <p>In groups, students will be given different case scenarios depicting gender-based violence. They will be asked to role-play how they would use a life skill to assist the victim or to deter gender-based violence.</p> <p>Examples of case scenarios:</p> <ol style="list-style-type: none"> 1. Velisha was walking home from school with her two younger sisters. On the other side of the road, two boys approached a girl in the year above her. They went up close to her and she became scared as one of them rubbed against her body. The girl ran away, but the boys followed her for a while, calling out names to her until they noticed some adults approaching on the other side of the road. 2. Jerome was eating his lunch during break and noticed a younger boy from his class being pushed roughly by three older and bigger students along the corridor. There were no teachers around. The bigger boys were telling the younger student that he looks like a girl. 3. On the way home on the school bus, Phyllis saw a group of boys picking on a quiet and shy boy from her class. They pushed him off his seat and withheld his bag back as they were forcing him to come off the bus. The driver did not seem to notice. 4. Three classmates laughed at the mean message and photograph that was being sent around by email. This email said mean and untrue things about a student in their class. | <p>Role-plays depict competence in the use of assertiveness, negotiation, effective communication, empathy or advocacy skill along with a value/virtue such as empowerment, tolerance, courage, respect or kindness appropriately to deter gender-based violence</p> |

GRADE 9 Theme: Sexuality and Sexual Health

Topic 2: Respect for All

Life Skills: Social: Advocacy, Empathy
Cognitive: Critical thinking
Coping: Self-awareness, Coping with emotions

Core Virtues: Gentleness, Moderation, Self-Restraint, Understanding, Courtesy, Prudence

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| <p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> Examine the importance of human rights for all persons Demonstrate willingness to treat people fairly despite differences in beliefs and behaviours related to human sexuality Demonstrate the ability to use social skills to promote inclusion and social support for all students | <p>Note to HFLE Teacher:</p> <p>It is important to communicate with parents the objectives and activities of this lesson as they are responsible for monitoring and supervising sexual content in and outside of the home.</p> <p>This unit is designed to promote fair and equal treatment for all persons regardless of differences. While being sensitive to the attitudes of members of the community, remember that young people need accurate information and an opportunity to discuss issues that may be difficult for them.</p> <p>Although it may be difficult to understand the sexuality of other people, it is important to respect the rights of every human being and treat persons equally and fairly.</p> <p>The Charter of Fundamental Rights and Freedoms protects the rights of all Jamaican citizens. No one should be subjected to violence or discrimination. Some of these rights are as follows:</p> <ul style="list-style-type: none"> The right to freedom of thought, conscience, belief and observance of political doctrines The right to freedom of expression The right to seek, receive, distribute or disseminate information, opinions and ideas through any media The right to peaceful assembly and association | <p>Guided Discussion</p> <p>Discussion</p> | <p>Students will share their understanding of human rights and their views on fundamental rights to which they think all persons should be entitled. They will then be divided into groups to review selected human rights as contained in The Charter of Fundamental Rights and Freedoms (Constitutional Amendment) Act, 2011 of Jamaica. They will also discuss their responsibilities in receiving these rights.</p> <p>Each group will be asked to explain the meaning and importance of one set of rights. Teacher will clarify where necessary and facilitate a discussion using the following questions:</p> <ul style="list-style-type: none"> Why are these human rights important? What would happen if these rights did not exist? Why should we respect the human rights of all persons, regardless of differences? <p>Students will discuss the following statements in their groups. Note that some students will have strong opinions on these issues. Ensure that discussion is done in a safe and enabling environment condemning all acts of violence and emphasizing the importance of respect and fair and equal treatment for all persons.</p> | <p>Students' responses indicate a clear and accurate understanding of human rights and their importance</p> <p>Students' responses reflect openness, self-awareness in identifying their feelings, beliefs and attitudes and reflect respect and fairness toward</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategy | Suggested Learning Activities | Assessment Criteria |
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| | <ul style="list-style-type: none"> • The right to freedom of movement, that is to say, the right (i) of every citizen of Jamaica to enter Jamaica; and (ii) of every person lawfully in Jamaica, to move around freely throughout Jamaica, to reside in any part of Jamaica and to leave Jamaica • The right to equality before the law • The right to equitable and humane treatment by any public authority in the exercise of any function • The right to freedom from discrimination on the grounds of (i) being male or female (ii) race, place of origin, class, colour, religion, political opinions • The right of everyone to (i) protection from search of the person and property (ii) respect for protection of private and family life, and privacy of the home; and (iii) protection of other property and of communication; • The right to enjoy a healthy and productive environment free from the threat of injury or damage from environmental abuse and ruin of the ecological heritage • The right to protection from torture, inhumane or degrading punishment or other treatment • The right to freedom of the person • The protection of property rights • The right to due process • The right to freedom of religion | <p>Journaling</p> <p>Creative Writing</p> | <p>Statements:</p> <ol style="list-style-type: none"> 1. It is OK to tease or bully someone because of their sexual behaviours or choices. 2. It is OK to show respect to people even if I do not like them because of the way they express their sexuality. 3. All people are deserving of respect. <p>In their groups, students will also discuss cases of discrimination against persons because of their sexuality or sexual behaviour. They will discuss the morality and ethics of the cases, sharing how they feel about the acts of discrimination. Students will answer the following question:</p> <ol style="list-style-type: none"> 1. What are the spiritual, moral and ethical implications of participating in such acts? <p>Students will reflect on the following questions in their journals: How do I feel about persons with different sexual beliefs from me being teased, bullied or beaten? Can I still be civil to someone if I do not approve of their sexual choices/ behaviours?</p> <ol style="list-style-type: none"> 1. Do I think it is right to act violently towards persons who are different from me? 2. How will I show respect to people regardless of differences? <p>Using one of the given cases of discrimination, students will write a short story or create a comic book to illustrate how they would respond if they were witnessing the act of discrimination. If they feel comfortable, they will share their story/comic book.</p> | <p>persons regardless of differences</p> <p>Students' responses in journals demonstrate a willingness to treat people fairly despite differences in beliefs and behaviours related to human sexuality</p> <p>Story or comic book illustrates effective use of empathy skill and reflects peace, sensitivity, fairness or respect to promote inclusion and social support for all students</p> |

THEME: SEXUALITY AND SEXUAL HEALTH

MODULE 3: MANAGING REPRODUCTIVE HEALTH

Develop action competence and build capacity to recognize the basic criteria and conditions for optimal reproductive health and reduce vulnerability to acquired problems such as the spread of HIV and AIDS, cervical cancer, STIs and teenage pregnancy.

About the Module

Many young people through their lifestyle and social interaction expose themselves to risks that compromise their sexual and reproductive health. Students should demonstrate knowledge of the transmission of HIV and AIDS and other STIs and the psychosocial and emotional issues related to AIDS. They must demonstrate behaviour which will render them less vulnerable to threats to reproductive health, by critically analysing options such as abstinence, a drug-free lifestyle, use of contraception and assertive behaviour.

Key Skills

Coping Skills (healthy self-management)

Social Skills (communication, interpersonal relations, assertiveness, refusal, negotiation)

Cognitive Skills (critical thinking, creative thinking, problem solving, decision making)

GUIDANCE FOR THE TEACHER

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
4. Assessment plans should reflect formative and summative assessments in every lesson.
5. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
6. Use reflective questions throughout the lesson to facilitate values and attitude development.
7. Adopt the STEAM integration approach to encourage application of life skills.
8. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
9. ICT tools should be used to develop 21st-century skills and promote responsible behaviour.
10. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

LINKS TO OTHER SUBJECTS: Religious Education

GRADE 9 Theme: Sexuality and Sexual Health

Module 3: Managing Reproductive Health

Unit 1: Reproductive Health

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

1. Understand the importance of good reproductive health.
2. Recognize the risks that will negatively impact reproductive health.
3. Adopt practices to maintain good reproductive health.

Core Values: Ethical lenses – 1. Rights and responsibility, 2. Appropriate use of power, 3. Self-enhancing relationship, 4. Stewardship/service

Topic 1: Contraceptives- What should I know?

Life Skills: Social: Refusal, Negotiation

Cognitive: Critical thinking, Decision-making

Coping: Healthy Self-management

Values/Virtues: Discernment, Empowerment, Reason, Insight, Self-restraint, Caution, Wisdom

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| <p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> • Explain the use of different contraceptive options • Dispel common myths related to sex and contraceptives • Justify the importance of accessing accurate information regarding sex and contraceptives | <p>Note to HFLE Teacher:</p> <p>It is important to communicate with parents the objectives and activities of this lesson as they are responsible for monitoring and supervising sexual content in and outside of the home.</p> <p>The foremost message for young people on sex is abstinence. This is because sexual activity distracts them from focusing on important growth and development activities including education.</p> <p>Adolescents who practise abstinence from sexual activity can avoid the physical, intellectual, emotional, social, and spiritual consequences of sexual activity.</p> <p>Young persons have a right to information on how to protect themselves from STIs and unplanned pregnancy, emotional consequences/ill health.</p> | <p>Research/ Presentation</p> | <p>Students will be divided into groups and assigned one contraceptive method. They will discuss and share their knowledge of the assigned contraceptive method with the class. They will then conduct research and develop a presentation on the method, which must include the side effects, indications and contraindications. Students will present at the next class. Presentations can be mounted in the HFLE corner.</p> | <p>Presentations depict clear and accurate information about the use of different contraceptive options</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| <ul style="list-style-type: none"> Demonstrate the ability to use cognitive or social skills in protecting themselves from pregnancy and STIs | <p>There are many methods of contraception which are safe if used correctly and consistently. Young people should be empowered to discuss the issue of contraception with their parents, Guidance Counsellors, any health professional or responsible adults.</p> <p>Types of Contraceptives:</p> <p>Not all types of contraceptive methods are appropriate for all situations; the most appropriate method of birth control depends on a woman's overall health, age, frequency of sexual activity, number of sexual partners, family history of certain diseases and desire to have children in the future. A healthcare professional must be consulted to determine the best method, as some types carry serious risks. The different methods of contraception include:</p> <p>BARRIER METHODS</p> <ul style="list-style-type: none"> Male and female condoms Diaphragm Cervical caps Contraceptive sponges Spermicides <p>HORMONAL METHODS</p> <ul style="list-style-type: none"> Combined oral contraceptives Progestin-only pills Contraceptive patch Injectable birth control Vaginal rings Implantable rod Emergency contraceptive pills | <p>Stimulus Activity/ Discussion/ Journaling</p> | <p>The teacher will then label sections of the class, AGREE, DISAGREE and UNDECIDED and read aloud common myths about contraceptives. As sentences are read by the teacher, students will move under the appropriate label indicating whether they agree, disagree or are undecided. Students will defend or explain their choice and others will give feedback. After stating their positions, students will discuss the following:</p> <ul style="list-style-type: none"> Why do you think people believe these things? Where do you think these stereotypes and myths came from? What are the implications of these myths on reproductive health? <p>Students will record in their journals any of their own myths or superstitious beliefs that were challenged in the discussions. They will explain how their beliefs have been impacted based on the information learned.</p> <p>Reflective Questions:</p> <ul style="list-style-type: none"> Why do I need facts about the use of contraceptives? How can my belief about contraceptives impact my sexual and reproductive health? | <p>Students' responses and journal entries depict effective use of critical thinking skill to differentiate between myths and facts about contraceptives</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| | <p>The age of consent in Jamaica for sexual activity is 16 years. This must be reiterated throughout the lesson. Adolescents should also know that the brain doesn't fully mature until age 24-25 and it is wise to delay sexual activity until fully mature. (see Abstinence Still Makes Sense unit plan for additional online resources)</p> <p>It is also important to emphasise that students should not take contraceptives without medical advice.</p> | | <p>examine all the information by his/her friends and decide.</p> | |

GRADE 9 Theme: Sexuality and Sexual Health

Topic 2: Abstinence Still Makes Sense

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

Values/Virtues: Determination, Discernment, Empowerment, Reason, Self-control, Insight, Wisdom

| Objectives | Points to Note/Guidance to Teacher | Strategy | Suggested Learning Activities | Assessment Criteria |
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| <p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> Analyse the risks of engaging in early sexual relationships Explain the benefits of abstaining from sexual activities Reflect on their readiness to enter intimate relationships Demonstrate the ability to use cognitive or social skills to abstain from sexual relationships | <p>Being sexually active does not prove one is mature, successful or popular. It is important to set and communicate boundaries.</p> <p>The benefits of sexual abstinence include focusing on personal development and encouraging individuals to build healthy relationships not complicated by sexual involvement.</p> <p>Benefits of Abstinence</p> <ul style="list-style-type: none"> It costs nothing and has no side effects. Allows for mental, cognitive and emotional maturing (brain not fully mature until age 24-25 years). It eliminates the risk of pregnancy and STIs. It allows for the development of more substantial social relationships. Increases trust in a relationship Emotional stability Completion of education which leads to job security <p>Strategies to Maintain Abstinence:</p> <ul style="list-style-type: none"> Establish goals and remain focused on them. Surround oneself with peers who have similar goals and values. Set limits on willingness to express affection, without getting involved in any form of sexual activity. Discuss feelings with a trusted adult. Stay away from materials that include sexual content | <p>Research</p> <p>Peer-share</p> | <p>In groups, students will research the physical, emotional and health risks of engaging in early sexual relationships. They will present their findings to the class. Presentations should include the use of ICT.</p> <p>Students will be placed in groups of four to respond to the following stem: “Abstinence still makes sense because...”</p> <p>Reflective Questions:</p> <p>How can I maintain abstinence amidst the sexual feelings I may encounter?</p> <p>Am I aware of the potential risks if I choose not to abstain from sexual activities?</p> | <p>Presentations depict accurate and clear information on various health risks of engaging in early sexual relationships</p> <p>Students’ responses depict effective use of appropriate value/virtue such as discernment or insight to provide reasonable and valid arguments to justify the benefits of sexual abstinence</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategy | Suggested Learning Activities | Assessment Criteria |
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| | <p>-- music, books, websites, etc.</p> <ul style="list-style-type: none"> • Get involved in extra-curricular activities. • Avoid high-pressure situations. <p>Risks of sexual activity</p> <ul style="list-style-type: none"> • Cervical cancer in women • HIV and other STIs • Pregnancy • Increased likelihood of depression or suicide • Source of distraction from schoolwork and achieving goals <p>There are many ways to show our affection. They include telling the person that you like him or her, cuddling or holding hands and touching. Some ways of showing affection such as kissing are more appropriate for adults.</p> <p>We must learn to be assertive, negotiate and deal with positive and negative pressures, and successfully relate to others.</p> <p>When we engage in sexual behaviour or are exposed to sexual stimuli, the brain releases pleasure hormones called dopamine -- vasopressin for males and oxytocin for females -- that bond the partners making them want to repeat sex with each other. Having multiple partners weakens the brain's ability to bond and form long-term relationships and leads to mental and emotional anguish if the relationship does not continue. Emotional distress will also affect school performance.</p> <p>The following online resources explain the impact of casual sex on young people:</p> <p>Dr. Freda Bush, MD: Hooked, The Neuroscience of How Casual Sex is Impacting Our Youth and Culture https://www.youtube.com/watch?v=O-kldv58js4</p> <p>Dr Freda Bush, OB-GYN: Hooked Author Dispels Myths https://www.youtube.com/watch?v=NGpnyPqp6Sk</p> <p>What the Culture is NOT telling you about Casual Sex? https://www.youtube.com/watch?v=SOVHOjw4JY</p> | <p>Journaling</p> <p>Simulation</p> | <p>Students will complete a "Ready or not" Checklist (see page 129) to assess their sexual activity readiness. Students will write their feelings about sexual activity and their readiness to engage in their journals.</p> <p>Note to HFLE Teacher: If journal review indicates readiness follow up with individualized or small focus group counselling sessions with Guidance Counsellor or resource person to further encourage abstinence.</p> <p>In pairs, students will practise using a selected life skill along with the appropriate value/virtue to abstain from sexual activities. Students will switch roles so that each person gets an opportunity to demonstrate simulations based on the given rubric.</p> | <p>Journal entries depict proficiency in the application of self-awareness (Examine your needs, values and beliefs, and analyse behaviours that may improve or worsen your performance) along with appropriate value/virtue such as reason, insight or wisdom to ascertain readiness to engage in sexual activities</p> <p>Simulations illustrate competence in the use of decision making, refusal, negotiation or assertiveness skill along with appropriate value/virtue such as self-control, empowerment or determination to abstain from engaging in early sexual activities</p> |

GRADE 9**Theme: Sexuality and Sexual Health****Topic 3:****Pregnancy and Parenting: So Not Ready!****Life Skills:**

Social: Advocacy, Assertiveness

Cognitive: Decision-making

Coping: Self-awareness

Values/Virtues:**Discernment, Ambition, Encouragement, Empowerment, Consideration, Motivation, Wisdom**

| Objectives | Points to Note/Guidance to Teacher | Strategy | Suggested Learning Activities | Assessment Criteria |
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| <p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> • Evaluate the implications of teenage pregnancy and parenting • Reflect on their readiness to become a parent when faced with situations that may lead to pregnancy • Demonstrate the ability to use social skills to promote the benefits of delaying teenage pregnancy and parenting | <p>Adolescence should be a time for young people to learn about themselves, develop lasting friendships, explore their dreams and aspirations and plan for their future. Some adolescents engage in sex without considering the risks and impact of pregnancy on their lives and the lives of their families. Some young people feel invincible but are unable to fully assess the long-term consequences of their choices as their brain is still maturing.</p> <p>Being aware of the implications of early pregnancy and parenting will further assist adolescents to make the right choices in protecting their bodies, health and future. Adolescents have a right to ensure a sustainable future for themselves but early pregnancy and parenting can be deterrents to achieving the best lifestyle. Some of the implications of early pregnancy and parenting are:</p> <p>Economic: Early pregnancy can create significant financial hardships for teens; they in turn may require public assistance which may put a strain on the government's budget and services. Parents who delay pregnancy and parenting after their adolescent years usually have better salaries that can meet the financial demands of raising a child.</p> | <p>Video Presentation/ Brainstorming/ Presentation</p> <p>Journaling/ Creative Writing/ Visual Arts</p> | <p>Students will watch the YouTube video: In Two Minds- Teenage Pregnancy (https:// youtube/xiK6DJGFSto) which highlights the implications of teenage pregnancy and parenting. In small groups, they will discuss the implications seen in the video and suggest others that were not depicted. They will present their findings to the class with the aid of a concept web under the following headings: economical, educational, physical and social.</p> <p>Reflective Questions:</p> <ul style="list-style-type: none"> • Am I ready to become a parent? Why? • How can teenage pregnancy affect my future goals? • If I do get pregnant, what resources do I need to provide for all my child's needs? If I don't have all these resources, how will it affect me and my child? • How can I ensure that early pregnancy and parenting do not limit my chances to have a prosperous life? <p>Guided by the reflective questions, students will use creative writing and visual arts in their journals to examine their readiness for pregnancy and parenting. Students who desire to share their pieces may use cartridge/collage paper.</p> | <p>Concept web and presentations depict accurate and clear information about the implications associated with teenage pregnancy and parenting</p> <p>Journal entries and creative writing pieces highlight effective use of self-awareness skill (Examine</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategy | Suggested Learning Activities | Assessment Criteria |
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| | <p>Educational: Even though teen mothers are encouraged to complete their education after giving birth, some do not return to school. This may occur due to fear of being ridiculed by peers, inability to find someone to take care of the baby during school hours, postnatal depression or their need to work to support themselves and the baby. Incomplete secondary education drastically lessens the chances of receiving a job above minimum wage. Children who have teenage parents are more likely to start school with lower levels of educational readiness, are less likely to complete high school and have lower performance on standardized tests.</p> <p>Physical: Research indicates that children of teenage mothers are less likely to receive proper nutrition, health care and cognitive and social stimulations than children of women who delay childbearing. Some pregnant adolescents avoid prenatal care as they are in denial and do not want to be discovered. Early, comprehensive prenatal care is essential to a healthy birth. There is an increased risk of premature birth and low birth weight (LBW) in women who receive late or no prenatal care. LBW newborns are at a higher risk for a variety of physical, developmental and cognitive disabilities.</p> <p>Social: Delaying parenthood until one has established a career has long-term positive implications for one's children. Getting an education and making more money raises one's socioeconomic status. Employed mothers can benefit from work policies such as paid maternity leave.</p> | <p>Performing Arts</p> | <p>Students will prepare an edutainment (educating through the performing arts) production that will focus on promoting the benefits of delaying teenage pregnancy and parenting. Students will assess each other's strengths and use this to assign roles for the production such as actors, singers, writers, directors, producers and promoters. The edutainment production should target their school and community peers.</p> | <p>needs, values and beliefs) along with appropriate value/virtue such as discernment, ambition, consideration or wisdom to assess readiness for teenage pregnancy and parenting</p> <p>Performing arts illustrate competence in the application of advocacy or assertiveness skill along with appropriate value/virtue such as empowerment, motivation or encouragement to promote the benefits of delaying teenage pregnancy and parenting</p> |

GRADE9**Theme: Sexuality and Sexual Health**

Module 3: Managing Reproductive Health

Unit 2: Sexually Transmitted Infections

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

1. Understand the risks associated with contracting HIV and other STIs including cervical cancer.
2. Show support for persons living with and affected by HIV.
3. Utilize life skills to reduce their vulnerability to HIV and other STIs including cervical cancer

Core Values: **Ethical lenses – 1. Rights and responsibility 2. Appropriate use of power
3. Self-enhancing relationships 4. Stewardship/service**

Topic 1: Reducing my Risk for HIV, STIs and Cervical Cancer**Life Skills:** Social: Communication. Negotiation, Assertiveness, Advocacy

Cognitive: Critical thinking

Coping: Self-awareness

**Values/Virtues: Confidence, Determination, Discernment, Empowerment, Encouragement, Foresight,
Self-restraint, Caution, Prudence**

| Objectives | Points to Note/Guidance to Teacher | Strategy | Suggested Learning Activities | Assessment Criteria |
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| <p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> • Describe the different types of sexually transmitted infections • Differentiate between myths and facts related to risky sexual behaviours • Express views that reject or oppose risky sexual behaviours that will hinder personal goals | <p>Note to HFLE Teacher:</p> <p>It is important to communicate with parents the objectives and activities of the lesson as they are responsible for monitoring sexual content in and outside the home.</p> <p>In the context of sexual intercourse, abstinence means avoiding all sexual activities including vaginal sex, anal penetration and oral sex. Abstinence requires self-restraint, self-discipline and dedication to one's goals, values and beliefs.</p> <p>Some persons choose to abstain permanently (celibacy) while others discipline themselves to abstain until marriage or until they have completed</p> | Research/ Presentation | <p>In groups, students will be given one of the following to research and present to the whole class using ICT:</p> <ul style="list-style-type: none"> • Syphilis • Gonorrhoea • Herpes • Genital Warts • HIV • Chlamydia • Trichomoniasis • Cervical cancer <p>Presentations should include symptoms, modes of transmission, treatment and linksto other diseases. Presentations may be placed in the HFLE Corner.</p> | Presentations indicate accurate and clear descriptions and other related information about the given STI |

| Objectives | Points to Note/Guidance to Teacher | Strategy | Suggested Learning Activities | Assessment Criteria |
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| | <ul style="list-style-type: none"> • DUAL PROTECTION is the use of two different types of methods that prevent both pregnancy and sexually transmitted infections. One method must be an external barrier method (male or female condom). <p>The Human Papillomavirus is a major cause of cervical cancer. More than half a million around the world are diagnosed with cervical cancer each year.</p> <p>Human papillomaviruses (HPV) are a very common group of viruses that infect epithelial tissue.</p> <ul style="list-style-type: none"> • More than 200 HPV types have been identified. • At least 14 types of HPV have been found to cause cancer and 70% of all cervical cancers are caused by HPV types 16 and 18. • HPV infection is also associated with oropharyngeal and anogenital cancers (cancers of the mouth, throat, anus and genitals). <p>HPV vaccines are recombinant vaccines. There are no live viruses or viral particles in these vaccines. There are 3 HPV vaccines currently available: bivalent (2-valent), quadrivalent (4-valent) and nonavalent (9-valent). All 3 HPV vaccines protect against HPV types 16 and 18.</p> <p>The Ministry of Health and Wellness introduced the bivalent HPV vaccine to Grade 7 girls in October 2017 to provide the best protection against HPV types 16 and 18. Recipients of the vaccine should not discontinue cancer screening.</p> | <p>Creative Expression/ Visual Arts</p> | <p>Students will brainstorm various situations which may place their sexual health at risk. In groups, they will select one of the scenarios and write and present a skit demonstrating how they would respond to the pressures that expose them to early sexual activities including intercourse. In the same groups, students will develop various messages promoting abstinence and the importance of reducing one's risk in relation to sexual activity via posters, flyers, music, text messages and appropriate social media.</p> | <p>Skits and visual arts pieces illustrate proficient use of advocacy, effective communication, refusal or negotiation skill along with appropriate value/virtue such as encouragement, self-restraint, confidence, caution or prudence to reduce the risk of STIs, HIV and cervical cancer</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategy | Suggested Learning Activities | Assessment Criteria |
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| | <p>HIV can be treated but not cured. Anti-retroviral drugs are available but they must be prescribed by a doctor and must be taken as prescribed. Consistent adherence to medication reduces the level of the virus in the system and makes it less likely for someone to pass on the virus. It also allows them to live longer and have a better quality of life.</p> <p>Treatment for PLHIV includes medication, as well as nutritional, psychological and social support.</p> <p>We can safely interact with PLHIV and offer our support and comfort. Most importantly, we do not refer to PLHIV as victims or sufferers.</p> <p>PLHIV are entitled to the same rights at work, in school, at churches and in public or private spaces.</p> <p>There must be a trusting relationship between the Guidance Counsellor (GC) /Teacher/Trusted adult and students as it relates to HIV disclosure.</p> <p>The GC/Teacher/Trusted adult must not disclose the HIV status of the student, no matter who is requesting the information. It is unethical and could be unlawful to share this information with anyone. Likewise, there is no need to disclose HIV status in the education sector.</p> <p>The National Policy for the Management of HIV and AIDS in Schools protects the rights of students and staff infected with and affected by HIV and AIDS.</p> <p>All individuals have human rights, however, PLHIVs are sometimes restricted from obtaining basic human rights. This can be due to discrimination, being too sick, and fear of their status being discovered.</p> | | <p>student born with HIV, an HIV-positive teacher, a doctor, a sex worker, a 15-year-old female virgin, a 14-year-old male virgin, and others.</p> <p>Students will be instructed to move around the room and select persons to save from an explosion. Students will share their reasons for the individuals selected. The true nature of each character will then be revealed such as the doctor being a paedophile; sex worker being a single mother; the pastor being addicted to pornography; HIV positive teen being buggered by his uncle who died from AIDS, etc.</p> <p>Students will reflect on how their perceptions influenced their choice. An open and honest discussion will be encouraged and myths or misconceptions will be clarified where necessary.</p> <p>Discussion points:</p> <ul style="list-style-type: none"> • How did you feel as you talked to someone based on his/her label? Why? • How did you feel as a recipient of responses from others? Why? • How would your selection change based on information about the person? • How can stigma and discrimination affect the way we treat others? <p>Teacher's coaching point:</p> <p>Teacher will emphasize that it is important to understand the psychological effects of stigma and discrimination towards PLHIV. Students should understand the</p> | |

| Objectives | Points to Note/Guidance to Teacher | Strategy | Suggested Learning Activities | Assessment Criteria |
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| | <p>See the Universal Declaration of Human Rights using the link below: http://www.un.org/en/universal-declaration-human-rights/</p> <p>Note to HFLE Teacher: Added resource (places) for PLHIV:</p> <ul style="list-style-type: none"> • Jamaica Network of Sero-positives (JN+) • Jamaica AIDS Support for Life (JASL) • MUSTARD Seed Communities | <p>Video Presentation/ Roleplay</p> <p>Resource Person/ Creative Expressions</p> | <p>importance of PLHIV obtaining their basic human rights as any other individual. It's important to use empathy and advocacy skills to garner support for PLHIV and to cease stigma and discrimination.</p> <p>Reflective Questions:</p> <ul style="list-style-type: none"> • What influences my choice? • How do my perceptions influence my choice? • How do I treat people based on my beliefs about who they are? <p>Students will watch the story “What If It Were You?” on the life skills DVD and discuss the following questions:</p> <ul style="list-style-type: none"> • What issues were highlighted in the video? • How would you feel if you were Nicole? • How would you treat Nicole if she was your classmate? • What was exceptional about Natalie's behaviour towards Nicole? <p>In groups, students will be given a case scenario of an adolescent who is faced with HIV-related stigma and discrimination. They will role-play how they would show support to the student.</p> <p>A PLHIV will be invited to address students and talk about his/her experience with stigma and discrimination. Based on the information provided students will organize a human rights campaign advocating for equal rights to be given to PLHIV. They will work in groups to create/develop a poster, song, poem, skit, story, public service announcement, mural etc.</p> | <p>Students' responses and role- plays depict effective use of empathy, advocacy or decision making skill along with appropriate value/ virtue such as courtesy, kindness or tolerance to show support for PLHIV.</p> <p>Creative expressions illustrate effective use of advocacy skill along with appropriate value such as encouragement or support to promote equal rights for PLHIVs</p> |

THEME: SEXUALITY AND SEXUAL HEALTH

MODULE 4: ACCESS SOURCES OF HEALTH INFORMATION AND SERVICES

Develop knowledge and skills to access age-appropriate sourcing of health information, products and services related to sexuality and sexual health.

About the Module

Students should be capable of identifying a range of age-appropriate health services in their communities. Through an informed use of these services, they should acquire the necessary knowledge, skills and attitudes needed for a lifelong commitment to the promotion of personal, family and community health, including advocacy. Age-appropriate health services in the community may address the following: sexuality, child abuse, sexual assault/harassment and domestic violence.

Key Skills

- Coping Skills (healthy self-management)
- Social Skills (communication, assertiveness)
- Cognitive Skills (critical thinking, creative thinking, problem-solving, decision-making)

GUIDANCE FOR THE TEACHER

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
4. Assessment plans should reflect formative and summative assessments in every lesson.
5. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
6. Use reflective questions throughout the lesson to facilitate values and attitude development.
7. Adopt the STEAM integration approach to encourage application of life skills.
8. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
9. ICT tools should be used to develop 21st-century skills and promote responsible behaviour.
10. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

LINKS TO OTHER SUBJECTS: Religious Education

GRADE 9

Theme: Sexuality and Sexual Health

Module 4: Access Sources of Health Information and Services

Unit 1: Exercising My Options

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

1. Understand the various health resources and services that are available for adolescents.
2. Value the importance of accessing services to maintain good reproductive health.
3. Apply appropriate skills to access reproductive health services.

Core Values: Ethical lenses – 1. Rights and responsibility 2. Appropriate use of power
3. Self-enhancing relationship, 4. Stewardship/service

Topic 1: Utilizing Health Services

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

Values/Virtues: Responsibility, Consideration, Encouragement, Empowerment, Reason, Discernment, Insight

| Objectives | Points to Note/Guidance to Teacher | Strategy | Suggested Learning Activities | Assessment Criteria |
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| <p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> • Assess the accessibility and availability of sexual reproductive health services • Explain the importance of being aware of laws related to adolescent sexual health to ensure safety, protection and accessibility to health services | <p>Note to HFLE Teacher:</p> <p>It is important to communicate with parents the objectives and activities of the lesson as they are responsible for monitoring sexual content in and outside the home.</p> <p>Young people need help finding resources that can help with health, social and emotional issues. Teen problems may include the following reproductive health issues:</p> <ul style="list-style-type: none"> • Contraception knowledge and use • Teen pregnancy • Support for pregnant teens • Sexual abuse • Gender-based violence • Incest and rape | <p>Research / Visual art</p> <p>Resource Person/ Panel Discussion</p> | <p>Students will research the accessibility and availability of sexual reproductive health services. They will bring this information to the class and work in small groups to create a poster to increase awareness among their peers. The posters will be placed around the school.</p> <p>A resource person who is knowledgeable about laws related to adolescent sexual health (a representative from National FamilyPlanning Board or Child Protection and Family Services Agency, family lawyer, social worker etc.) will be invited to address students. The resource person will also participate in a panel discussion on how Jamaican laws can help adolescents to be safe and protected and access assistance related to sexual health.</p> | <p>Posters illustrate, in a creative manner, accurate and clear information about accessibility and availability of sexual reproductive health services</p> <p>Students' responses depict effective use of critical thinking skill along with appropriate value/ virtue such as reason, discernment or insight to highlight the importance of Jamaican laws to ensure safety</p> |

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| <ul style="list-style-type: none"> Promote the importance of adolescents accessing appropriate sexual and reproductive health information and services | <p>Sexual and reproductive health services are available through public and private providers, as well as from the family doctor and Non-Governmental Organizations. Some services are free of cost; some are not, while others ask for a small contribution. In some countries, sexual reproductive health services include abortion services, however, abortion is illegal in Jamaica.</p> <p>It is necessary to know where to find these services. Local offices of the Ministry of Health, as well as local hospitals and clinics, can provide information about various services available to teens.</p> <p>Parents should be a primary source of information on sexual and reproductive health matters; however, parents may not always have accurate information.</p> <p>The age of sexual consent in Jamaica is 16 years old. Healthcare providers, however, are required to exercise their best judgement in determining if the health of persons under the age of 16 is at risk. If it is deemed in the best interest of the child to provide contraceptives, healthcare professionals can do so under the Reproductive Health Policy Guidelines for Health Professionals.</p> <p>It is illegal to have sex with anyone (male or female) who is under 16, even if it was by mutual consent and no force was used.</p> <p>The following are updates (already made or in progress) on existing laws that relate to children and adolescent sexual health:</p> <ul style="list-style-type: none"> An amendment to make sexual harassment a crime. | <p>Stimulus Activity/ ICT</p> | <p>Students will express their views as the moderator asks the following questions:</p> <ul style="list-style-type: none"> What are some laws that will protect adolescent sexual health? Which of these laws needs stronger compliance and/or stronger enforcement? Why? How can you use these laws to ensure your safety, protection and accessibility to health services? Why is it important for you to be aware of these laws? <p>In groups, students will conduct a Vox Pop on the importance of accessing adolescent-friendly sexual and reproductive health information and services that are appropriate to their needs. They will interview their peers, community members, parents, health professionals and other persons. Then they will interview each other focusing on promoting the importance of accessing credible and reliable information for adolescent sexual health. They will present their video to the school community to increase awareness of the issue.</p> <p>Reflective Questions to guide Vox Pop: How can I benefit from being aware of services provided for adolescent sexual health?</p> <p>How do the laws of Jamaica protect my sexual health?</p> | <p>protection and accessibility to health services for adolescent sexual health</p> <p>Video presentations convey effective use of advocacy or assertiveness skill along with appropriate value/ virtue such as empowerment, encouragement or responsibility to promote the importance of accessing adolescent sexual reproductive health information and services</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategy | Suggested Learning Activities | Assessment Criteria |
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| | <ul style="list-style-type: none"> • An amendment to the Incest Act, to widen the ambit to ensure that any sex can be charged and extend the categories to others in the home. • Widen the Domestic Violence Act to include provisions for children under 18. • Amendment of the Maintenance Act so that both parents should play an equal role in maintaining a child. • Revision of the Child Care and Protection Act (2004). • Revision of the Sexual Offences Act (2009) (2011) • Cyber Crime Act (2011) <p>Some agencies that provide sexual reproductive health services include:</p> <ul style="list-style-type: none"> • Sexual Abuse Helpline: 211 • National Family Planning Board • Jamaica Family Planning Association • Children First • Eve for Life • Jamaica AIDS Support for Life • Women's Centre Foundation of Jamaica • Family Life Ministries • Family Life Centre • Pregnancy Resource Centre of Jamaica | | | |

GRADE 9

Theme: Sexuality and Sexual Health

Topic: Abstinence Still Makes Sense

Ready or Not Questionnaire - Am I Ready for Sexual Intercourse?

1. Am I ready to be a mother or father?
2. Am I financially stable to take care of a baby?
3. Am I being forced to have sexual intercourse?
4. Can I emotionally handle a possible pregnancy, sexual disease or infection?
5. Do I have a family member I can talk to about sex?
6. Do I understand the human reproductive system and the basics of sexual intercourse and pregnancy?

Reality Check

I understand that having sex will not do any of the following with me:

1. Guarantee a longer or closer relationship.
2. Feel great the first time.
3. Give you status with your friends.
4. Make you more mature, grow up or a “real” man or woman

GRADE 9

Theme: Sexuality and Sexual Health

Topic: Reducing my Risk for HIV, STIs and Cervical Cancer

Sexual Risks: Myth or Fact?

1. Anal penetration is a risk-free way for women to avoid pregnancy and STIs.
Myth. This is a particularly dangerous myth since engaging in anal penetration is one of the easiest ways to spread HIV infection and other STIs. Because the anus is not as elastic as the vagina and is not lubricated, it can tear more easily, allowing viruses and bacteria to be transmitted directly to the blood of a partner. It is possible for a female to become pregnant from anal penetration if semen from the male's ejaculation seeps out and gets into the opening of her vagina.
2. A girl can become pregnant if she has unprotected intercourse before she has her first menstrual period. Fact. Before a girl's first period, her ovaries release the first ovum, or egg, during ovulation. She can become pregnant if she has unprotected intercourse around the time of her first ovulation before she ever has her first menstrual period. She also risks getting an STI, whether she has menstruated or not.
3. Abstinence is the only method of contraception that is 100 percent risk-free. Fact. Avoiding sexual intercourse and other sexual activities (oral, anal and vaginal), is the only guaranteed way to avoid pregnancy or sexually transmitted diseases, including HIV infection.
4. Having sexual intercourse with a woman who has no symptoms of STI means there is no risk of getting a sexually transmitted disease or HIV infection.
Myth. Absolutely not! Having unprotected sex with a female who has no symptoms of STI/ HIV still puts her partner at risk for STI/HIV. While some STIs, such as herpes, have visible symptoms in both males and females, others, such as gonorrhoea and Chlamydia, typically show no symptoms in females and may also show no symptoms in males. HIV infection may occur in both genders with no symptoms of the disease for 10 years or longer.
5. A woman does not risk pregnancy if she has unprotected sexual intercourse while she is menstruating.
Myth. It might seem unlikely for a woman to get pregnant during her period, given that her last ovulation would have been approximately 14 days before menstrual flow and that she would not be expected to ovulate again until 10 to 14 days after her period. But pregnancy is possible at any time, even when a girl or woman is menstruating. Females, especially teens, sometimes ovulate unexpectedly, and may even ovulate during their periods. Stress, illness and other factors can bring on ovulation outside of the normal cycle. To avoid pregnancy and STI/HIV, girls and women must use protection when having intercourse at any time, including during a menstrual period.

6. Oral contraceptives (the pill) increase the risk of cancer in women.
Myth. There are side effects for some users of the pill, such as nausea, breast tenderness, headaches and slight weight gain. These are minimal today compared to the side effects of earlier oral contraceptives in the 1960s and 1970s, primarily due to the lower dosage of oestrogen in today's pill. There are also health risks for women on the pill who smoke, are over 35, are overweight or have high blood pressure or diabetes. There is no evidence, however, that the pill increases the risk of cancer. In fact, it may reduce the risk of some forms of cancer.
7. Once a person has had gonorrhoea and has been cured, she or he is not at risk of contracting it again.
Myth. A person can get gonorrhoea and other STIs repeatedly. It is very important for anyone who is treated for gonorrhoea (or any other sexually transmitted disease) to make sure that her or his sexual partners are treated as well.
8. Latex condoms substantially reduce the risk of pregnancy and STIs, including HIV infection.
Fact. Latex condoms are not 100 percent effective, but after abstinence, they are the most effective way of preventing STIs including HIV infection. In addition, if used correctly, latex condoms will prevent pregnancy about 80 percent of the time.
9. A woman who is nursing a baby still runs the risk of pregnant if she has sex without using protection.
Fact. A few women who breastfeed and give their baby no other formula or food may not ovulate and, therefore, will not become pregnant again until after nursing. That is not true for all or even most nursing women. Breastfeeding cannot be relied on for pregnancy prevention, and it does nothing to protect a woman from STI/HIV.
10. A woman can always calculate the "safe" time of her menstrual cycle when she can have vaginal intercourse and not be at risk for pregnancy.
Myth. There is no time during a woman's cycle when she is safe from pregnancy. Even if she is monitoring her cycle for signs of ovulation, she cannot be certain she will not get pregnant if she has unprotected intercourse. This is especially true for females who cannot count on a regular menstrual cycle.
11. The risks associated with contracting herpes are serious.
Fact. Herpes is a virus that can cause painful sores on the mouth, genitals or anus. Once contracted, it cannot be cured. Women with herpes may have a greater risk of developing cancer of the cervix and should have a Pap smear (medical test done during a pelvic exam) every year. Herpes can also cause brain damage or death in infants who are infected with the virus during the birth process. Women who have herpes must not deliver a child vaginally if, at the time of delivery, they have active herpes lesions or sores on the genitals or in the birth canal.
12. Once a man is aroused and has an erection, he must ejaculate either through intercourse or masturbation to avoid the risk of harmful physical effects.
Myth. No harm occurs if a man does not ejaculate after he gets an erection. Semen does not back up in his testicles causing infection or disease. A man might feel some discomfort and heaviness in his testicles if he is sexually excited for a long

period without ejaculating. Some people call this condition “blue balls”. Any discomfort will disappear eventually.

13. A woman is not at risk of pregnancy unless a man ejaculates inside her vagina.

Myth. If a man ejaculates near the opening to a woman’s vagina or touches her vulva while he has semen on his fingers, sperm can find its way inside and fertilize an ovum. Women have become pregnant without ever actually having intercourse. Some STIs including HIV can be transmitted if there is an exchange of body fluids, with or without penetration.

14. A person infected with an STI has a greater risk of HIV infection.

15. Fact. HIV can enter the bloodstream when blood or other body fluids come in contact with an open sore. The lesions caused by STIs such as herpes or syphilis provide a possible entry point for the virus and put a person at much greater risk of HIV infection.

16. The only drugs that increase the risk of HIV infection are those that are injected with a needle and syringe.

Myth. Sharing needles increases a person’s chances of getting infected with HIV. In addition, however, the use of any drugs, including alcohol, increases the likelihood that a person will be uninhibited enough to take sexual risks, like having intercourse without a condom or having sex with several partners. Unprotected intercourse always puts a person at risk of HIV infection.

17. The risk of HIV is greater if a woman has sex while she is menstruating.

18. Fact. The blood of a woman infected with HIV carries the virus. During menstruation, her sexual partner must not have any contact with the menstrual blood and will be safest by avoiding contact with the vagina during a woman’s menstrual period.

Life Planning Education, Advocates for Youth, Washington, DC

GRADE 9

Theme: Sexuality and Sexual Health

Topic: Living with HIV

CASE STUDY

WHAT MUST KIMANI DO?

Kimani is a star athlete in his high school. He always does well in Champs. The younger boys and girls look up to him as their idol. Recently, he seems to get tired easily during practice and loses concentration in classes. He went to the school nurse and she referred him to the doctor who ordered a blood test. The test revealed that he was HIV positive. His grandmother, with whom he lived, didn't believe the doctor and went to the pastor at church to pray that he would be cured. What a shock for Kimani! He didn't know where to turn, what to do or to whom to speak. The news got around and his coach dropped him from the team. The members of the track team avoided him and his friends stopped speaking to him. He even felt that the teachers all knew and would not treat him fairly, although the principal spoke to the coach and got him reinstated on the team. He stopped coming to school and stayed at home in his bed all day. What was he to do now?

GRADE 9

Theme: Sexuality and Sexual Health

Topic: Living with HIV

Position Statements: Stigma and Discrimination

Statements to be read to participants.

| Position Statements | Agree | Disagree |
|-------------------------------------------------------------------------------------------------------------------------------------|-------|----------|
| 1. People living with HIV are themselves to blame for contracting the virus because of their immoral behaviour and risky practices. | | |
| 2. Teachers who look sick should be tested for HIV and fired if they are found to be HIV-positive. | | |
| 3. People with HIV should only be allowed to work if they are in perfect health. | | |
| 4. Once you are aware of your HIV-positive status, you should abstain from sex for the rest of your life. | | |
| 5. A child who is HIV-positive is a risk to the rest of the school population. | | |
| 6. Teachers should be afraid to deal with children of HIV-positive parents since they can pass on the infection. | | |
| 7. People with HIV should be isolated from their communities. | | |
| 8. I feel comfortable inviting someone with HIV or AIDS into my house for a weekend. | | |
| 9. All HIV-positive persons should be cared for in the same way. | | |
| 10. Women with HIV should not be allowed to have babies. | | |
| 11. I do not want to share the same classroom as an HIV-positive child. | | |

APPROPRIATE EATING & FITNESS

APPROPRIATE EATING AND FITNESS – GRADE 9 – TERM 3

| REGIONAL STANDARDS | CORE OUTCOMES | MODULES | UNIT | TOPICS |
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| <p>RS AEF 1: Build individual capacity to make healthy eating choices throughout the life cycle and reduce the risk factors associated with the development of lifestyle diseases.</p> | <ol style="list-style-type: none"> Critically assess the relationship between eating and the impact on the overall health and development of the individual, family, community and country. Advocate for food establishments to adhere to food guidelines in support of healthy public policies and practices. Apply safe food handling principles. | <ol style="list-style-type: none"> Making Healthy Choices | <ol style="list-style-type: none"> Healthy Eating Habits Food Safety | <ul style="list-style-type: none"> Nutrients and the Body Proper Food Intake Addressing Health Risks Hey You! Protect My Food! |
| <p>RS AEF 2: Demonstrate an understanding of fitness and its relationship to good health and quality of living.</p> | <ol style="list-style-type: none"> Design and implement fitness interventions utilizing safety principles for individuals, peers, family, and community. Assess individual and family vulnerability to lifestyle-related diseases. Evaluate and adjust nutrition and fitness plans. | <ol style="list-style-type: none"> Good Health and Quality Living | <ol style="list-style-type: none"> The Healthy Body | <ul style="list-style-type: none"> Engaged in Physical Activity The FIIT Principle |
| <p>RS AEF 3: Analyse the influence of socio-cultural and economic factors, as well as personal beliefs and choices related to appropriate eating and fitness.</p> | <ol style="list-style-type: none"> Demonstrate an understanding of the relationship among balanced meals, food prices, values and beliefs, including religion. Respond appropriately to the impact of social determinants (poverty etc.) on appropriate eating and fitness. Evaluate and adjust personal eating and fitness goals for optimum health. | <ol style="list-style-type: none"> Factors Influencing Eating and Fitness | <ol style="list-style-type: none"> Food Security Influences on My Eating and Physical Activity Habits | <ul style="list-style-type: none"> Enhancing My Food Security Social Factors Affecting Eating and Fitness |
| <p>RS AEF4: Develop knowledge and skills to access age-appropriate sources of information, products, and services related to eating and fitness.</p> | <ol style="list-style-type: none"> Access and utilize valuable and reliable sources of information regarding eating and fitness. Acquire skills to evaluate, monitor and influence the availability of relevant information and quality services and products related to appropriate eating and fitness. | <ol style="list-style-type: none"> Sourcing Information | <p>Accessing Accurate Health-related Information</p> | <ul style="list-style-type: none"> Fact or Fiction? |

THEME: APPROPRIATE EATING AND FITNESS

MODULE 1: MAKING HEALTHY CHOICES:

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

About the Module

Students need to understand that healthy eating and the right balance of safe, nutritious and wholesome foods are critical to optimum health throughout the life cycle and they should acquire skills to make healthy food choices and reduce the incidents of diet-related/lifestyle diseases.

Key Skills

Coping Skills (healthy self-management, self-awareness)

Social Skills (communication)

Cognitive Skills (critical thinking, creative thinking, problem-solving, decision-making)

GUIDANCE FOR THE TEACHER

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

LINKS TO OTHER SUBJECTS: Physical Education, Home Economics: Food & Nutrition

GRADE 9**Theme: Appropriate Eating and Fitness**

Module 1:

Making Healthy Choices

Unit 1:

Healthy Eating Habits

Learning Goals:

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

1. Understand the significance of the different types of nutrients in relation to healthy eating
2. Display a willingness to cultivate a healthy lifestyle.
3. Use life skills to maintain healthy eating habits.

Core Values:

**Ethical lenses – 1. Rights and responsibility 2. Appropriate use of power
3. Self-enhancing relationship, 4. Stewardship/service**

Topic 1:**Nutrients and the Body****Life Skills:**

Social: Assertiveness, Refusal

Cognitive: Decision making

Coping: Healthy Self-Management, Self-awareness

Values/ Virtues:**Commitment, Creativity, Moderation, Self-discipline, Persistence**

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| <p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> • Describe the benefits of the six essential nutrients • Explain how deficiencies in each nutrient impact the body • Practise cultivating a healthy lifestyle by having balanced meals | <p>The six essential food nutrients are: Protein, Carbohydrates, Fats, Vitamins, Minerals and Water</p> <p>Protein Used to build and maintain tissues and cells. Secondary source of energy.</p> <p>Carbohydrates Provide the body with energy.</p> <p>Fats Also Unused for energy. Fat under the skin helps to keep our bodies warm.</p> <p>Vitamins: Help the body to function properly Vitamin A: Helps night vision. Vitamin B: Helps the body to release energy. Vitamin C: Maintains healthy gums and teeth. Vitamin D: Strengthens bones.</p> | <p>Resource Person/ Discussion/ Visual arts</p> <p>Research/ Portfolio/ Simulation</p> | <p>The school nurse or any health expert will be invited to facilitate a presentation on nutrients to highlight their benefits and problems arising from deficiencies. A question-and-answer forum will follow. Students will then be divided into six groups reflecting each nutrient. Each group will design a brochure or poster illustrating the benefits of the nutrient. Posters will be reproduced and disseminated to members of the community.</p> <p>In groups, students will prepare a Nutrients and the Body Portfolio. They will present the six essential nutrients, their benefits to the body and the best foods to be eaten for the various nutrients. They will also research the effects on the body due to a deficiency of each nutrient. They will present their portfolios in a simulated exposition and</p> | <p>Students' responses and visual arts pieces indicate a clear and accurate understanding of the benefits of each nutrient</p> <p>Portfolios and outputs at simulated exposition provide accurate information on nutrient deficiencies and effective demonstration of the use of decision making or healthy self-management skill along</p> |

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| <ul style="list-style-type: none"> Demonstrate the ability to use cognitive or coping skills to develop healthy eating habits | <p>Minerals: Iron: Helps red blood cells to carry oxygen and prevents iron deficiency anaemia, which is very prevalent in teenagers. Calcium and Phosphorus: Needed for strong bones and teeth.</p> <p>Water Dissolves and transports nutrients around the body.</p> <p>Types of Nutritional Deficiency A nutritional deficiency occurs when the body doesn't absorb the necessary amount of a nutrient. Deficiencies can lead to a variety of health problems. These can include problems of digestion, skin problems, stunted or defective bone growth, and even dementia.</p> <p>Carbohydrate Deficiency A diet deficient in carbohydrates causes a marked reduction in endurance and energy. When the body cannot use carbohydrates for energy, it breaks down fat reserves and produces ketones, a type of acid as well. Ketosis can lead to tiredness and lethargy. Once fat stores are used, the body then uses proteins, resulting in muscle wasting.</p> <p>Protein Deficiency Severe protein deficiency leads to marasmus and kwashiorkor. Marasmus is a disease caused by a severe deficiency of protein and calories that affect infants and very young children, often resulting in weight loss and dehydration. Marasmus can develop into starvation and cause fatality caused by a lack of essential nutrients. Kwashiorkor is a disease caused by a severe deficiency of protein in diets that contain calories mostly from carbohydrates such as yams, rice and bananas.</p> | <p>Journaling/ Checklist</p> | <p>demonstrate how to use an appropriate life skill to maintain a balanced diet throughout the day with the six essential nutrients.</p> <p>Reflective Questions:</p> <ul style="list-style-type: none"> Are my meals well balanced with all the essential nutrients? How can I use healthy self-management skill to ensure my body is receiving all the essential nutrients? How can I stay dedicated to a healthy meal plan? <p>Students will answer the reflective questions in their journals and use their responses as a foundation to prepare a weekly meal plan that will feature six essential nutrients based on their personal budget. They will align an adherence checklist to each meal to check whether it is eaten. At the end of the week, they will evaluate the checklist to see whether they are developing healthy eating habits. They will provide a summary in their journal to state their experience adhering to the balanced meal weekly plan.</p> <p>Note to HFLE Teacher <i>Exercise sensitivity to students who are unable to adhere to their plans due to financial constraints.</i></p> | <p>with value/virtue such as moderation or self-discipline to maintain a balanced diet</p> <p>Journal entries and checklist outputs reflect proficiency in the application of decision making or healthy self-management skill and an appropriate value/virtue such as self-discipline, moderation or commitment to developing healthy eating habits</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| | <p>Fat Deficiency</p> <p>A severely low-fat diet can result in poor vitamin absorption, depression, increased risk of cancer, high cholesterol, heart disease and increased weight gain. Meats high in fat, dairy products, trans fats and saturated fats are unhealthy. However, healthy monounsaturated fats high in omega-3 are an important part of any diet.</p> <p>Minerals:</p> <p>Calcium Deficiency</p> <p>A calcium deficiency often doesn't show symptoms right away, but it can lead to serious health problems over time. If you aren't consuming enough calcium, your body will use the calcium from your bones instead, leading to bone loss.</p> <p>Iron Deficiency</p> <p>The most widespread nutritional deficiency worldwide is iron deficiency. Iron deficiency can lead to anaemia, a blood disorder that causes fatigue, weakness, and a variety of other symptoms.</p> <p>Vitamin A Deficiency</p> <p>Vitamin A is a nutrient that is crucial for eye health and functioning and reproductive health in men and women. It also helps to strengthen the immune system against infections. According to the WHO, a lack of vitamin A is the leading cause of preventable blindness in children.</p> <p>Vitamin B (Thiamine) Deficiency</p> <p>Vitamin B deficiency can result in weight loss and fatigue, as well as some cognitive symptoms such as confusion and short-term memory loss. Thiamine deficiency can also lead to nerve and muscle damage and can affect the heart.</p> | ICT | Students will continue to monitor their eating habits and create a video documenting their journey. In the video, they will reflect on their achievements and challenges in developing healthy eating habits. Students will present their videos at the end of the term for feedback and recommendations from the teacher and peers. | Video shows effective use of decision making or healthy self-management skill and appropriate value/virtue such as commitment or self-discipline to develop healthy eating habits |

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| | <p>Vitamin B-3 (Niacin) Deficiency</p> <p>Vitamin B-3 (niacin) is another mineral that helps the body convert food into energy. A severe deficiency of niacin is often referred to as pellagra. Symptoms of pellagra include diarrhoea, dementia, and skin problems. You can usually treat it with a balanced diet and vitamin B-3 supplements.</p> <p>Vitamin B-9 (Folate) Deficiency</p> <p>Vitamin B-9 often referred to as folate (folic acid is the synthetic form found in supplements or fortified foods), helps the body create red blood cells and produce DNA. It also helps brain development and the nervous system's functioning. Folate deficiency can lead to severe birth defects, growth problems, or anaemia.</p> <p>Vitamin D Deficiency</p> <p>Vitamin D is essential for healthy bones. It helps the body to maintain the right levels of calcium to regulate the development of teeth and bones. Vitamin D deficiency can lead to stunted or defective bone growth. Osteoporosis, caused by a lack of calcium and vitamin D, can lead to porous and fragile bones.</p> | | | |

GRADE 9

Theme: Appropriate Eating and Fitness

Topic 2:

Proper Food Intake

Life Skills:

Social: Refusal, Communication
 Cognitive: Decision making, Advocacy
 Coping: Self-awareness, Healthy Self-Management

Values/ Virtues: Consistency, Determination, Moderation, Self-control, Self-restraint, Patience

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| <p>By the end of this topic, students should be able to</p> <ul style="list-style-type: none"> • Explain the benefits of changing poor eating habits • Describe health risks associated with food intake that is excessive or insufficient • Display positive attitudes toward proper food intake towards developing a healthy lifestyle through proper food intake | <p>Improper food intake is the excessive eating or insufficient eating of certain foods. Proper food intake is not about strict dietary limitations, staying unrealistically thin, or depriving yourself of the foods you love. Rather, it's about feeling great, having more energy, improving health, and stabilizing moods.</p> <p>Moderation is key in sustaining proper food intake:</p> <ul style="list-style-type: none"> • Try not to think of certain foods as "off-limits." When you ban certain foods or food groups, it is natural to want those foods more, and then feel like a failure if you give in to temptation. Start by reducing portion sizes of unhealthy foods and not eating them as often. • Think of smaller portions. The serving of meat, fish, or chicken should be the size of a deck of cards and half a cup of mashed potato, rice, or pasta is about the size of a traditional light bulb. • Take your time. Stop eating before you feel full. It takes a few minutes for your brain to tell your body that it has had enough food, so eat slowly. • Eat with others whenever possible. Eating in front of the TV or computer often leads to mindless overeating. • Eat breakfast and eat smaller meals throughout the day. A healthy breakfast can jumpstart your metabolism while eating small, healthy meals (rather than the standard three large meals) keeps your energy up. | <p>Presentation/ Discussion</p> <p>Research/ Presentation/ Quiz</p> <p>Simulation</p> | <p>Students will brainstorm the effects of poor eating habits. In groups, they will develop a brochure entitled, "Ten Reasons to Change Poor Eating Habits".</p> <p>In groups, students will be asked to research selected health risks associated with improper intake of food, such as hypertension and diabetes. Students will present their findings to the class, highlighting how improper food intake may lead to the assigned health risk and its effects on the body. At the end of the presentation, students will be given a true and false quiz based on the information shared.</p> <p>In groups, students will plan and cook one of the major meals -- breakfast, lunch or dinner -- based on a menu prepared for an active teenager. They will then demonstrate to each other how to practise proper food intake while dining.</p> | <p>Brochures clearly and accurately indicate an understanding of the benefits of changing poor eating habits</p> <p>Presentations and students' responses given on the quiz clearly and accurately indicate health risks aligned to food intake that is excessive or insufficient</p> <p>Simulation illustrates effective usage of decision making or healthy self-management skill and appropriate value/virtue such as patience, moderation or self-control to display positive attitudes toward proper food intake</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| <ul style="list-style-type: none"> Demonstrate the ability to choose healthy food options | <ul style="list-style-type: none"> Snack healthily; avoid junk food Avoid eating at night. Studies suggest that eating only when you're most active and giving your digestive system a long break each day may help to regulate weight. Cut back on sugar Eat a variety of fruits and vegetables Fill up on fibre Choose healthy carbohydrates and whole grains Add calcium for bone health Enjoy healthy fats and avoid unhealthy ones Limit your salt intake <p>Health risks associated with improper food intake include:</p> <ul style="list-style-type: none"> Significant weight gain or weight loss Diabetes Heart disease Hypertension Anaemia Some cancers <p>Making changes to bad eating habits can be challenging. Breaking bad habits and establishing new, healthy routines always require patience. Since eating has both a physical and emotional component (providing comfort, familiarity, and even recreation), developing an achievable eating plan will be challenging but it is vital as part of a self-care plan. As with all lifestyle changes, it takes time and patience to develop new habits.</p> | <p>Checklist/ Journaling</p> | <p>Students will create a weekly snack diet checklist to track the intake of healthy snacks versus unhealthy snacks. A progress report must be written in their journal at the end of each day for that week about their achievements and challenges, and they must also reflect on the questions shown below:</p> <p>What are the challenges that will prevent me from maintaining proper food intake?</p> <p>How can I make a more conscious effort in sustaining proper food intake?</p> | <p>Journal entries reflect effective use of decision making or self-awareness skill (Analyse the behaviours that worsen conduct and explore ways in which you can improve your behaviour for the future) along with appropriate value/virtue such as consistency, determination or self-restraint</p> |

GRADE 9

Theme: Appropriate Eating and Fitness

Topic 3:

Addressing Health Risks

Life Skills:

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

Values/Virtues: Concern, Encouragement, Initiative, Persistence, Moderation, Self-restraint, Wisdom

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| <p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none">Explain how some health risks are connected to unhealthy eatingDisplay how unhealthy eating can have a social and economic impact on the community and countryPropose strategies to the school community to address lifestyle diseases affecting the students and staff | <p>Unhealthy eating is responsible for a plethora of health risks that plague today’s society. An unhealthy diet is a major risk factor for lifestyle diseases such as obesity, nutritional deficiencies (see topic 1) and several chronic diseases -- hypertension, heart disease, diabetes and obesity.</p> <p>Adolescents need to know the risk factors so that they can create healthy eating habits early. It is also important to have regular check-ups at the same doctor so that any warning signs can be detected early.</p> <p>Unhealthy eating impacts individuals, families, communities and, by extension, the country. Unhealthy food choices lead to obesity and illness as well as negative behaviour patterns involving depression, aggression and delinquency. Other impacts of unhealthy eating include:</p> <ul style="list-style-type: none">Increase in obesity leading to poor self-esteem and disturbed body imageSocial isolationEating disorders e.g. anorexia and bulimiaPoor academic performanceThe economic burden of poor diet, physical inactivity, and obesity are substantial. All are significant risk factors for developing coronary heart disease, certain types of cancer, stroke, and diabetes, conditions that involve considerable medical expense as well as lost work time, disability, and premature death. | <p>Video Presentation/ Discussion / Journaling</p> <p>Concept Web</p> | <p>Students will watch a video presentation titled, “The Consequences of Eating Unhealthy”, using the link below: https://www.youtube.com/watch?v=KCppyzGe5LU After the video, the teacher will facilitate a discussion on how unhealthy eating can lead to lifestyle diseases and other health risks. After the discussion students further reflect by answering the following questions in their journals: Why is it so easy for me to engage in unhealthy eating habits? How do my eating habits portray my values? How can I avoid unhealthy eating habits to prevent lifestyle diseases?</p> <p>A lifestyle disease will be given to each student to create a concept web-based on the following criteria:</p> <p>Unhealthy Eating Habits that cause this lifestyle disease</p> <ul style="list-style-type: none">Possible economic or social impact on individual, community and country Foods to be eaten to prevent this lifestyle diseaseLife skill and value to adapt to prevent this lifestyle diseaseTwo strategies to combat this lifestyledisease at the community level. | <p>Students’ responses clearly and accurately articulate the connection between unhealthy eating and health risks. Journal entries reflect effective use of healthy self-management skill and appropriate value/virtue such as initiative or self-restraint</p> <p>Concept webs depict proficient use of critical thinking or problem solving skill along with appropriate value/virtue such as persistence, discernment or self-restraint</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| <ul style="list-style-type: none"> Demonstrate the ability to use social or cognitive skills to take actions that reduce health risks leading to lifestyle diseases. | <ul style="list-style-type: none"> Increased economic costs for governments to reduce health issues associated with lifestyle diseases; may put a strain on the national budget, especially for developing countries. <p>Addressing Health Risks</p> <ul style="list-style-type: none"> Students and schools can reduce health risks leading to lifestyle diseases. Increasing fruit and vegetable consumption Promoting increases in physical activity: exercise is important for all age groups Launching community-wide campaigns: Offering school-based physical education (PE): Make PE mandatory for all students so they can be engaged in physical activity Interventions that provide social support for physical activity in community settings. Reduce television viewing time: Surveys have shown a positive association between the number of hours children watch television and their risk of being overweight. <p>Television watching may displace calorie-burning physical activity, causing children to eat more while watching TV. Television advertisements may induce children to consume more high-calorie foods and snacks.</p> | Project | <p>Students will brainstorm strategies to reduce the risk of lifestyle diseases. They will be divided into groups to implement one of the strategies. Groups will collectively develop the implementation plan of activities, which they will use as a checklist to monitor the progress of their activities. Students will document and evaluate their activities and prepare a presentation to report on their projects. Teacher will review and provide feedback on the plan before implementation.</p> | <p>Implementation plan reflects appropriate activities to reduce health risks. Report on implementation of activities indicates effective use of advocacy or healthy self-management skill and appropriate value/virtue such as concern or encouragement</p> |

GRADE 9 Theme: Appropriate Eating and Fitness

Module 1: Making Healthy Choices

Unit 2: Food Safety

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

1. Understand the importance of adhering to safe food handling principles
2. Recognize the importance of food establishments adhering to food guidelines and policies set by authorized organizations.
3. Apply life skills in addressing issues related to food safety.

Core Values: Ethical lenses – 1. Rights and responsibility 2. Appropriate use of power 3. Self-enhancing relationship 4. Stewardship/Service

Topic 1: Hey You! Protect My Food!

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

Values/Virtues: Responsibility, Cleanliness, Encouragement, Proactive, Moderation, Sanitary

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| <p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> • Describe the causes and effects of foodborne illnesses • Consistently practise safety food measures to ensure food is safe to eat | <p>Every day people all over the world get sick from the food they eat. Foodborne illnesses are caused by dangerous bacteria and/or toxic chemicals in contaminated food.</p> <p>Foodborne Illness:</p> <ul style="list-style-type: none"> • Is a problem in both developing and developed countries • Is a strain on healthcare systems • Severely affects infants, young children, the elderly and the sick • Creates a vicious cycle of diarrhoea and malnutrition <p>It has been estimated that each year 1.8 million people die from diarrhoeal diseases and most of these cases can be attributed to contaminated food or water. More than 200 known illnesses are transmitted through food. Foodborne illness can lead to long-term health problems and even death. Severe diseases, including cancer, arthritis and neurological disorders can be caused by</p> | <p>Video Presentation/ Discussion</p> | <p>Students will watch part of the YouTube video below on foodborne illnesses: https://www.youtube.com/watch?v=2QQvhFPZedM. A whole-class discussion will be conducted using the following questions as guidelines:</p> <ol style="list-style-type: none"> 1. How can food become contaminated by bacteria? 2. How can an individual contract a foodborne illness? 3. What are some of the symptoms of foodborne illnesses? 4. How do foodborne illnesses affect an individual; the retailer and the manufacturer of the product? 5. What precautionary measures should be taken to prevent food | <p>Students' responses clearly and accurately indicate the causes and effects of foodborne illnesses</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| <ul style="list-style-type: none"> Advocate for the use of the five keys to safer food principles in the kitchen | <p>contaminated food. Contaminated food is caused by the growth of bacteria. There are three different types of bacteria: the good, the bad and the dangerous. Good bacteria are useful. They make food and drinks (e.g. cheese and yoghurt), medicine(e.g. penicillin); and help digest food in the gut.</p> <p>Bad bacteria, or spoilage microorganisms, do not usually make people sick, but they cause our food to smell, taste and look unpleasant. Dangerous bacteria make people sick and can even cause death. These are called “pathogens”. Most of these bacteria do not change the appearance of the food.</p> <p>Bacteria are everywhere, they are mostly found in faeces; soil and water; rats, mice, insects and pests; domestic, marine and farm animals (e.g. dogs, fish, cows, chickens and pigs); and people (bowel, mouth, nose, intestines, hands, fingernails and skin). Most bacteria “grow” by multiplication. To multiply, microorganisms need food; water; time; and warmth.</p> <p>Meat, seafood, cooked rice, cooked pasta, milk, cheese and eggs are foods that provide ideal conditions for bacteria to grow.</p> <p>Most foodborne illnesses are preventable with proper food handling. The World Health Organization (WHO) has established Five Keys to Safer Food that will prevent bacteria from contaminating your food. These are:</p> <ul style="list-style-type: none"> Keep Clean Separate Raw and Cooked Food Cook Thoroughly Keep Food at Safe Temperatures Use Safe Water and Raw Materials <p>Use the link below to see the poster describing the Five Keys to Safer Food. http://www.who.int/foodsafety/publications/consumer/en/5keys_en.pdf?ua=1 Whether as consumers or food handlers, we should always observe these five principles.</p> | <p>Simulation</p> <p>Poster & Memes</p> | <p>contamination?</p> <p>Reflective Questions:</p> <ul style="list-style-type: none"> How can I ensure food safety for myself and others? What can I do to encourage food safety within my home and school community? <p>Students will be placed into five groups based on the Five Keys to Safer Food. Based on the key assigned to them, students will demonstrate the use of the principle by conducting kitchen simulations in the school’s food laboratory. They will justify why their keys are the most important for safer food. For example, in the group that will be assigned Key 1-- Keep Clean: students should demonstrate most of these activities:</p> <ul style="list-style-type: none"> Wash your hands before handling food and often during food preparation Wash your hands after going to the toilet Wash and sanitize all surfaces and equipment used for food preparation Protect kitchen areas and food from insects, pests and other animals <p>Students will be assigned in groups based on the 5 Keys to Safer Food. Each group will make a poster and meme about their key given to outline essential messages to advocate for safer food. They will then mount these posters around the school canteen and other areas where food handlers are present. Students will also post their memes using their social media accounts and compete for the most likes and/or shares to spread their message.</p> | <p>Simulation effectively and appropriately illustrates safer food measures and reflect appropriate value/virtue such as cleanliness or sanitary</p> <p>Posters and memes depict effective use of advocacy skill and appropriate value/virtue such as cleanliness, encouragement or responsibility</p> |

THEME: APPROPRIATE EATING AND FITNESS

MODULE 2: GOOD HEALTH AND QUALITY LIVING

Demonstrate an understanding of fitness and its relationship to good health and quality of life.

About the Module

Students will develop skills that will help them to choose sound fitness habits and age-appropriate physical activity, which promotes good health. Students need to assess barriers relating to fitness and develop the skills to conduct physical fitness self-assessments.

Key Skills

Coping Skills (healthy self-management, self-awareness, self-monitoring)

Social Skills (communication, interpersonal relations, assertiveness)

Cognitive Skills (critical thinking, creative thinking, decision making)

GUIDANCE FOR THE TEACHER

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

LINKS TO OTHER SUBJECTS: Physical Education, Home Economics: Food & Nutrition

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| | <p>Several challenges limit one's ability to get involved in physical activities, including:</p> <p>Social:</p> <ul style="list-style-type: none"> • Current friends may not be interested in joining in the physical activity. • Others may discourage you because they think you are healthy and do not need to exercise. <p>Emotional:</p> <ul style="list-style-type: none"> • Beginning a programme can be challenging, especially when it seems you are not getting the desired result. Patience is needed. • You may feel pressured for a time and the thought of putting something else into your schedule may induce stress. <p>Economic:</p> <ul style="list-style-type: none"> • Gym/professional guidance can be expensive and you may not be able to afford the fees. • Cost of getting appropriate shoes and safety gear is high. <p>Physical:</p> <ul style="list-style-type: none"> • Existing medical conditions e.g. asthma, anaemia. • Limitations resulting from the present state of being unfit, e.g. joint pains, breathing difficulties and being overweight. <p>School-based barriers:</p> <ul style="list-style-type: none"> • Other barriers are institutional, for example, school policies may prevent children from being physically active during the school day. • Social barriers include alternative activities popular with their peers that draw children away from physical activity and into sedentary pursuits. Electronic entertainment is a prime example of a social barrier. <p>School personnel, community officials, and parents have a shared responsibility to help children in overcoming these barriers.</p> | <p>Stimulus Activity/ Journaling</p> | <p>participation in physical activities. If barriers are discovered, students will propose strategies to remove these barriers. The findings and strategies will be discussed in the format of a panel discussion.</p> <p>Reflective Question: How can I remain consistent in achieving my fitness goals through physical activity?</p> <p>In small groups, students will design a physical activity game that includes using content from previous HFLE lessons. For example, students will write a jingle using the steps of refusal skill and then sing the jingle while jumping using a jump rope. Students will demonstrate to each other how to play their created games.</p> <p>Students will use their created games for one month to test whether their constructed physical activity can assist to achieve their fitness goal/goals. They will state their fitness goal or goals in their journal and then write their findings as they use the game for one month.</p> | <p>skill along with appropriate value/virtue such as consideration, or reason to address school barriers to physical activity</p> <p>Journal entries reflect effective use of refusal, problem solving or decision making skill along with appropriate value/virtue such as commitment, consistency or dedication to achieve fitness goals through games involving physical activity</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| | <p>the muscles. Students can use the FITT Principle to create their fitness program with regular day-to-day physical activities along with an appropriate balanced diet to ensure their nutritional needs are also being met.</p> | <p>Games</p> | <p>Students will be placed into four groups and will plan a Games/Sports Day using Jamaican traditional games: Hopscotch, Chinese Skip, Dandy Shandy, Stucky, etc.</p> <p>Each group will assess each member's fitness status by using the FITT principle and place them under the categories beginner, intermediate or advanced which will be submitted to the teacher.</p> <p>Groups will compete against each other according to the fitness status of each member; that is beginners from group A will compete against beginners in groups B, C or D. Throughout the competition students will be evaluated on how they communicate with each other and their use of sportsmanship values.</p> | <p>Students' interaction throughout Games/Sports Day depict proficient use of effective communication (listening and speaking) or assertiveness skill along with appropriate values such as honesty, equity, flexibility or team-work</p> |

THEME: APPROPRIATE EATING AND FITNESS

MODULE 3: FACTORS INFLUENCING EATING AND FITNESS

Analyse the influence of socio-cultural and economic factors, as well as personal beliefs and choices related to appropriate eating and fitness

About the Module

Students need to critically examine how their eating and exercise behaviours are influenced by family culture as well as social, economic and religious factors and the media. They need to learn how to make healthy choices and display habits which lead to a healthy active lifestyle.

Key Skills

Coping Skills (healthy self-management, self-awareness)

Social Skills (communication, interpersonal relations, assertiveness, negotiation)

Cognitive Skills (critical thinking, creative thinking, problem solving, decision making)

GUIDANCE FOR THE TEACHER

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

LINKS TO OTHER SUBJECTS: Physical Education, Home Economics: Food & Nutrition

GRADE 9

Module 3

Unit 2:

Learning Goals:

Theme: Appropriate Eating and Fitness

Factors Influencing Eating and Fitness

Influences on My Eating and Physical Activity Habits

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

1. Understand the social factors that influence choices of foods and exercise.
2. Recognize social factors that will prevent appropriate eating and fitness
3. Practise techniques to respond to pressures that support unhealthy eating and activities.

Core Values:

**Ethical lenses – 1. Rights and responsibility 2. Appropriate use of power
3. Self-enhancing relationship 4. Stewardship/service**

Topic 2:**Social Factors Affecting Eating and Fitness****Life Skills:**

Social: Communication, Advocacy

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

Coping: Healthy self-management

Values/Virtues:**Adaptability, Empowerment, Foresight, Motivation, Initiative, Resourcefulness**

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| <p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> • Assess social factors that may impact adolescents' eating and fitness • Respond appropriately to the impact of social factors on proper eating and fitness | <p>Social Determinants Impacting Eating and Fitness</p> <p>Social class/socioeconomic status</p> <p>Food choices vary by social class; in each class, there are choices that lead to both under and over-eating. Higher socioeconomic groups may have healthier diets because greater wealth allows for more selectivity in food choices; higher educational levels may lead to more health consciousness and healthier lifestyles. Social class differences in diet are of particular concern with respect to health inequalities. Higher socioeconomic groups have better access to infrastructures such as bigger yards, playgrounds, parks and gyms to facilitate physical activities to promote fitness.</p> <p>Cultural influences</p> <p>Cultural influences impact diet choices and food preparation. Traditions, beliefs and values including religious values, are factors influencing preference, mode of food preparation and</p> | <p>Stimulus Activity/ Graphic Organizer</p> | <p>In groups, students will conduct a Vox Pop in the school population. Questions will focus on social factors affecting students' eating and fitness. Students will present their results to the class using a graphic organizer. Suggested Questions for Vox Pop:</p> <ol style="list-style-type: none"> 1. (a) Which healthy meal or food do you eat regularly? (b) Which healthy meal or food would you like to eat regularly, but are not able to? (b) Why are you not able to get to eat this healthy meal or food regularly? 2. (a) Do you consistently eat at least three meals per day? (b) Why? 3. (a) Which physical activity or sport you would love to be involved but you are not able to? | <p>Graphic organizers and presentations reflect a clear and accurate explanation of social factors that may impact adolescents' eating and fitness.</p> <p>Students demonstrate competence in communication skill during presentations</p> |

THEME: APPROPRIATE EATING AND FITNESS

MODULE 4: SOURCING INFORMATION

Analyse the influence of socio-cultural and economic factors, as well as personal beliefs and choices related to appropriate eating and fitness.

About the Module

Students should be capable of identifying and accessing age-appropriate information, products and services relating to eating and fitness from reliable legitimate sources. Students should be encouraged to critically assess information, products and services relating to eating and fitness for the attainment and maintenance of good health throughout the life cycle.

Key Skills

Coping Skills (healthy self-management)

Social Skills (communication, interpersonal relations)

Cognitive Skills (critical thinking, creative thinking, problem solving, decision making)

GUIDANCE FOR THE TEACHER

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

LINKS TO OTHER SUBJECTS: Physical Education, Home Economics: Food & Nutrition

GRADE 9**Theme: Appropriate Eating and Fitness**

Module 4:

Sourcing Information

Unit 1:

Assessing Accurate Health-related Information

Learning Goals:

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

1. Gain knowledge about sourcing nutrition-related information
2. Appreciate the need to assess health-related information.
3. Use appropriate life skills to assess health-related information.

Core Values:

**Ethical lenses – 1. Rights and responsibility 2. Appropriate use of power
3. Self-enhancing relationship 4. Stewardship/service**

Topic 1:**Fact or Fiction?****Life Skills:**

Social: Assertiveness, Advocacy,
Communication
Cognitive: Creative thinking,
Decision-making
Coping: Healthy self-
management

Values/Virtues:**Commitment, Encouragement, Motivation, Moderation, Resolve, Self-Discipline, Wisdom**

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| <p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> • Evaluate health-related information to determine accuracy and reliability • Initiate healthy food choices based on factual health-related information | <p>To decipher whether information about eating and physical activity is accurate we need to know where we can source reliable and valid content.</p> <p>The Ministry of Health (MOH), World Health Organization (WHO), Food and Agriculture Organization of the United Nations (FAO), Pan American Health Organization (PAHO), Rural Agricultural Development Agency (RADA) and Consumer Affairs Commission (CAC) are some organizations that will provide accurate facts about health, eating and fitness.</p> <p>The labels and packaging of the food we eat are further sources of nutrition and health information. Understanding nutrition facts, ingredient lists and serving sizes on food labels helps us to make good food choices. Ingredients are listed in order of proportion with the ingredient in the highest proportion listed first.</p> | Checklist | <p>Students will be given a health checklist with statements that may be presented in the media and organizations as health messages about eating and physical activity. They will determine if each statement is fact or fiction.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Lose ten pounds in one week with our amazing work-out plan • Lack of physical activity among young people will drastically increase lifestyle diseases in the next five years • Drinking water helps maintain the balance of body fluids • Having a raw-food-only diet provides better balanced meals | Students' responses indicate clear and accurate judgments to distinguish between health-related information that is fact or fiction |

MANAGING THE ENVIRONMENT

Grade 9 Managing the Environment- TERM 3

| REGIONAL STANDARDS | CORE OUTCOMES | MODULES | UNIT | TOPICS |
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| RS ME 1: Demonstrate an understanding of the inter-relationships of a sustainable natural environment. | <ol style="list-style-type: none"> Analyse personal and community responses to environmental factors. Advocate for the development/ adherence to existing policies regarding sustainable environments | 1. Maintaining a Healthy Environment | 1. Environment Preservation | <ul style="list-style-type: none"> Human Explosion and the Environment |
| RS ME 2: Demonstrate an understanding of the environmental threats to the health and well-being of students, families, schools, and communities. | <ol style="list-style-type: none"> Demonstrate resiliency skills to minimize the effects of environmental threats and disasters on individual, family and community. Demonstrate civic pride in daily interaction with the environment and security. | 2. Environmental Threats | 1. Combating Environmental Threats | <ul style="list-style-type: none"> Pollution Alert! Countering Global Warming |
| RS ME 3: Analyse the relationship between a sustainable and healthy environment and the social and economic well-being of students, schools, families, and communities. | <ol style="list-style-type: none"> Develop and implement an action plan mitigating the environmental health threats in the school and community. Advocate for new legislation and enforcement of existing laws pertaining to the environment. Assess the environmental health threats in each Caribbean country in relation to main economic activity. | 3. Health and Wealth | 1. Responsible Earthlings | <ul style="list-style-type: none"> Keep the Island Clean: Nuh Dutty Up Jamaica! Protect the Land! |
| RS ME4: Demonstrate scientifically sound and affordable strategies for the creation of healthy and sustainable environments and the reduction of environmental health threats in the home, school, community and region. | <ol style="list-style-type: none"> Collaborate with public sector agencies in reducing environmental health threats. Advocate for the development of school protective policies to improve and maintain a healthy physical environment (policies to address all aspects of the physical environment e.g. air, water, sanitation, waste, hazardous chemicals, food, disease vectors etc.) Implement and enforce school environmental policies. | 4. Sustaining the Environment | 1. Reducing Environmental Health Threats | <ul style="list-style-type: none"> Deadly Vectors Help! I Can't Breathe |
| RS ME 5: Develop knowledge and skills to access age-appropriate sources of information, products, and services related to managing the environment. | <ol style="list-style-type: none"> Incorporate scientific principles in sourcing and utilizing information on the environment. Collaborate with the private/public sector in utilizing information, products and services relating to the management of the environment. Compile sources of relevant and scientific information /data from each Caribbean country in relation to maintaining a healthy sustainable environment. | 5. Sources of Information | 2. Environmental Resources | <ul style="list-style-type: none"> Environmental Wisdom |

THEME: MANAGING THE ENVIRONMENT

MODULE 1: MAINTAINING A HEALTHY ENVIRONMENT

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

About the Module

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.

Key Skills

Coping Skills (self-monitoring, healthy self-management)
Social Skills (communication, collective action)

Cognitive Skills (critical thinking, creative thinking, problem solving, decision making)

GUIDANCE FOR THE TEACHER

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in roleplays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

LINKS TO OTHER SUBJECTS: Religious Education, Social Studies

GRADE 9**Theme: Managing the Environment**

Module 1: Maintaining a Healthy Environment

Unit 1: Environment Preservation

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

1. Understand that a growing population may impact the preservation of the environment.
2. Recognize the value of preserving the environment for future generations.
3. Apply appropriate life skills to increase awareness of population control in relation to preserving the environment.

Core Values: **Ethical lenses – 1. Rights and responsibility, 2. Appropriate use of power, 3. Self-enhancing relationship, 4. Stewardship/service**

Topic 1: **Human Explosion and the Environment!**

Life Skills: Social: Advocacy, Assertiveness

Cognitive: Critical thinking, Problem solving, Creative thinking

Coping: Healthy Self-management

Values/Virtues: **Consideration, Stewardship, Insightful, Moderation, Responsibility, Sacrifice, Wisdom**

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| <p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> • Examine the possible effects of a growing world population on the environment • Construct a diagram to show the cause and effect relationships between population growth and the environment | <p>The human population has grown exponentially over the past 200 years due to advancements in medicine, food and agriculture, and public health and sanitation. The global population, currently made up of 7.5 billion people, continues to grow by more than 80 million people each year. Even though the overall growth rate has slowed in recent decades, demographers expect the population to grow through this century. Current projections for 2,100 range from a low of 9.6 billion to a high of 13.2 billion (UN Projections, 2017).</p> <p>The expanding human population along with technological innovation has had a considerable impact on Earth's physical landscape over the past 200 years. Human needs are constantly evolving, greatly changing how we use land. Practices such as agriculture, deforestation and urbanization have had a profound effect on the natural landscape and as our numbers increase, their impact intensifies.</p> | <p>Video Presentation/ Discussion</p> | <p>Students will watch the video, "World Population": https://populationeducation.org/curriculum-and-resources/world-population-video/. They will discuss the following questions relating to the video:</p> <ol style="list-style-type: none"> 1. What is the approximate percentage of the earth's surface that humans use for survival? 2. What are the reasons for the population growing so rapidly in the last century? 3. What are the limitations between the current population and the environment? 4. How is the rapid growth of the human population affecting the environment? 5. How can we lessen the impact of population growth on our environment? | <p>Students' responses reflect a clear and accurate understanding of the possible effects that a growing population may have on the environment</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment |
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| | <p>layer, harmful radiation from the sun can penetrate Earth. This could lead to skin cancer in humans. Air pollution can also impact human health, causing many respiratory problems.</p> <p>Possible Solutions for Environmental Sustainability</p> <p>Education and Policy Change</p> <p>Better Manners Approach: Less is More The better manners approach seeks to educate people about their actions and the consequences of those actions, leading to a change in behaviour. This relates not only to individuals but also to governments. Individuals across the world, but particularly in developed countries, need to reassess their consumption patterns. We need to step back and re-examine what is important and actively find ways to reduce the number of resources we consume. Taking shorter showers, saying no to single-use plastics, buying less, recycling our waste and reviewing our mode and frequency of travel may seem trivial, but if millions around the world begin to do it as well, the difference will begin to add up.</p> <p>Governments too need to instigate shifts in environmental policy to protect and enhance</p> | <p>ICT/ Stimulus Activity</p> | <p>will answer the following reflective questions in their journals.</p> <p>Reflective Questions:</p> <ul style="list-style-type: none"> • Why do I need to be aware of population control concerning the environment? • What can I do to ensure that the environment will be preserved for my future generation? <p>In groups, students will create a social media challenge about actions that individuals can do to reduce the negative impacts of population growth on the environment. Suggested actions include taking less time to shower, walking to school instead of taking the bus/taxi, avoiding single-use plastic bags while shopping, carrying reusable containers to collect lunch, etc.</p> <p>In collaboration with the Information & Technology teacher and following the school's media policy, the students will share their challenges on the available school's social media account. They will encourage the wider school community to participate.</p> | <p>Outputs of social media challenge illustrate competency in advocacy or assertiveness skill along with value/virtue sacrifice, moderation or stewardship</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment |
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| | <p>natural areas, reduce carbon dioxide and other greenhouse gas emissions, invest in renewable energy sources and focus on conservation as priorities.</p> <p>Developing countries should be supported by their more developed neighbours to reach their development goals in sustainable, practical ways.</p> | | | |

THEME: MANAGING THE ENVIRONMENT

MODULE 2: ENVIRONMENTAL THREATS

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

About the Module

Students need to be aware of the environmental health threats and the main factors in their causation and understand the impact on their lives.

Key Skills

Coping Skills (self-monitoring and healthy self-management)

Social Skills (communication, assertiveness)

Cognitive Skills (critical thinking, problem solving, advocacy, decision making)

GUIDANCE FOR THE TEACHER

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

LINKS TO OTHER SUBJECTS: Religious Education, Social Studies

GRADE 9 Theme: Managing the Environment

Module 2: Environmental Threats

Unit 1: Combating Environmental Threats

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

1. Understand that some human activities will have adverse effects on the environment.
2. Recognize the importance of advocating for a healthy environment.
3. Apply appropriate life skills to maintain a healthy environment.

Core Values: Ethical lenses – 1. Rights and responsibility 2. Appropriate use of power 3. Self-enhancing relationships 4. Stewardship/service

Topic 1: Pollution Alert!

Life Skills: Social: Advocacy

Cognitive: Creative thinking, Problem- solving

Coping: Healthy Self-management, Self-awareness

Values/Virtues: Concern, Initiative, Prudence, Diligence, Cleanliness, Self-Discipline, Stewardship

| Objectives | Points to Note/Guidance to Teacher | Strategy | Suggested Learning Activities | Assessment Criteria |
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| <p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> • Examine the main types of pollution affecting Jamaica’s environment • Analyse the impact of pollution on maintaining and sustaining a healthy environment | <p>Pollution occurs when varied substances or energy is introduced into the environment, which results in changes in nature that endanger the welfare of human life, precious resources, ecosystems, and other living things.</p> <p>Main Types of Pollution Affecting Jamaica</p> <p>Land Pollution</p> <p>Land becomes polluted due to household garbage, industrial waste and the littering of solidwaste by individuals.</p> <p>Water Pollution</p> <p>Water pollution happens when chemicals or dangerous foreign substances are introduced to water, including chemicals, sewage, pesticides and fertilizers from agricultural runoff, or metals like lead or mercury. In Jamaica, water pollution usually occurs because of land pollution. Due to improper</p> | <p>Newspaper Article Review/ Concept Mapping/</p> <p>Presentation Journaling</p> | <p>In small groups, students will review a newspaper article on one of the main types of pollution affecting Jamaica’s environment. Links to suggested newspaper articles: http://jamaica-gleaner.com/article/health/20150325/air-pollution-and-body http://jamaica-gleaner.com/gleaner/20121209/news/news95.html http://www.jamaicaobserver.com/columns/Jamaica-needs-a-waste-disposal-and-management-policy_18667570 http://jamaica-gleaner.com/article/commentary/20160418/noise-pollution-violates-our-rights http://www.jamaicaobserver.com/news/Cancer-in-the-soil_11001453</p> <p>Groups will present the type of pollution focused on in the article along with their causes and effects using a concept map as shown below.</p> | <p>Graphic organizers and presentations illustrate an accurate understanding of the causes and effects of the type of pollution given</p> <p>Journal entries reflect self-awareness in identifying their behaviours that</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategy | Suggested Learning Activities | Assessment Criteria |
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| <ul style="list-style-type: none"> Encourage actions and practices that will hinder the impact of pollution on the environment Demonstrate the ability to use cognitive or social skills with the support of legislation and policies to counter the impact of pollution in their communities | <p>garbage disposal and solid waste materials are carried from land to our water bodies.</p> <p>Air Pollution When chemicals and other substances are released into the atmosphere, the result is air pollution. The major sources of air pollution include:</p> <ul style="list-style-type: none"> The combustion of coal, oil, gas and other fuels for generating electricity Burning gasoline, diesel and other fuels for transportation Emissions from various industrial processes Burning wood and other fuels for heating and cooking Agricultural burning, land clearing and other man-made fires Natural sources, including volcanoes, forest fires and dust storms. High quantities of dust production from construction quarries, aggregate and other developments Open burning <p>Noise Pollution: Noise pollution is sound from machines, transportation or other disruptive sources that harm human and animal life.</p> <p>Effects of Pollution Environment Degradation: The environment is the first casualty of air and water pollution. The increase in the amount of CO₂ in the atmosphere leads to smog which can restrict sunlight from reaching the Earth. Gases like sulphur dioxide and nitrogen oxide can cause acid rain.</p> <p>Water pollution like oil spills may lead to the death of several wildlife species. Water pollution, caused by nitrates and phosphates results in algae bloom, which reduces oxygen and light in a water body, harming marine life.</p> | <p>Research/ Creative Expression</p> | <div data-bbox="1150 152 1562 402" data-label="Diagram"> <pre> graph TD A([Type of Pollution]) --- B((Causes)) A --- C((Effects)) </pre> </div> <p>After the presentations, students will be given reflective questions which they will answer in their journals:</p> <ul style="list-style-type: none"> How have I contributed to pollution in my community? What actions do I need to change to lessen the impact of pollution? How can I engage other people to show concern about the impact of pollution on maintaining and sustaining the environment? <p>Groups will research and brainstorm strategies to reduce the impact of the types of pollution that were previously presented. Based on their discoveries, they will select a creative/performing art (dub-poetry, song, comic strip, poster, etc.) method to promote their solutions.</p> <p>Creative /Performing Arts pieces should include tips to reduce pollution in schools. Tips may include the following:</p> <ul style="list-style-type: none"> Purchase less toxic cleaning supplies. Use double-sided copies. Set all computers to print double-sided. Parents support the Clean Air Zone Program by turning off car engines while waiting for their children. Use energy-efficient fluorescent lights and properly recycle them when they are spent. | <p>contribute to pollution and ways in which they can improve their behaviours along with appropriate value/virtue such as prudence, cleanliness or stewardship</p> <p>Creative/ Performing Arts pieces depict proficiency in the application of creative thinking or advocacy skill, along with value/virtue such as initiative or concern in promoting solutions to minimize pollution</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategy | Suggested Learning Activities | Assessment Criteria |
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| | <p>Human Health: The decrease in the quality of air leads to several respiratory problems including asthma or lung cancer. Chest pain, congestion, throat inflammation, cardiovascular disease and respiratory diseases are some illnesses that can be caused by air pollution. Skin-related problems including skin irritations and rashes also result from water pollution. Noise pollution leads to hearing loss, stress and sleep disturbance.</p> <p>Global Warming: The emission of greenhouse gases, particularly CO₂, is leading to global warming – the increase in the average temperature of Earth’s climate system. Increasing industrial waste, emissions from an increasing number of automobiles and continuous deforestation lead to increased CO₂ in the environment. Excess greenhouse gases, including CO₂ trap heat, which leads to the melting of polar ice caps which increases the sealevel and poses danger for the people living near coastal areas.</p> <p>Ozone Layer Depletion: The ozone layer is the thin shield high up in the sky that stops ultraviolet rays from reaching the Earth. Because of human activities, chemicals, such as chlorofluorocarbons (CFCs), were released into the atmosphere which contributed to the depletion of the ozone layer.</p> <p>Infertile Land: Due to the constant use of insecticides and pesticides, the soil may become infertile. Plants may not be able to grow properly. Various forms of chemicals produced from industrial waste are released into the flowing water which also affects the quality of the soil.</p> <p>How to Prevent Pollution:</p> | Project | <ul style="list-style-type: none"> • Start an alternative transportation program at school to encourage biking, walking, or carpooling. • Turn off lights when not in use. • Use recycled products and other environmentally friendly products. • Turn off all machines when not in use. • Fix leaks in faucets and pipes. • Use water-efficient and native landscaping. • Water school grounds in the morning or the evening to prevent evaporation. Do not overwater. • Unplugging items • Use a minimal amount of fertilizers and pesticides and follow directions. Find natural alternatives if possible. • Use non-chemical pest control methods such as swatters for insects and mechanical traps for mice. <p>In groups, students will select two types of pollution that gravely impact the environmental health within their school community. They will brainstorm strategies to address the issues identified and develop and implement a plan to resolve the issues. For example:</p> <ol style="list-style-type: none"> 1. Staff and students carry reusable containers for lunch instead of using Styrofoam 2. Conserving energy used by all stakeholders 3. Fining students a small fee for littering; monies collected will be used for a beautification project. | Project activities illustrate effective use of problem-solving, creative thinking or advocacy skill and an appropriate value/virtue such as prudence, self-discipline or concern |

| Objectives | Points to Note/Guidance to Teacher | Strategy | Suggested Learning Activities | Assessment Criteria |
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| | <p>Conservation: Saving energy and modifying wasteful habits is a great way to prevent pollution. We can also use clean fuels and energy efficiency tactics, as well as alternate sources of energy including solar and wind power. Also, you can make a conscious effort to conserve energy by turning off electronics when not in use.</p> <p>Pollution Prevention Programmes: These may include a wide range of recycling methods and options, such as battery recycling centres, composting education, recyclable electronics, glass recycling, onsite and offsite paper recycling, the recycling of plastics, refrigerant recycling, tire salvaging, replacing non-hazardous substances for hazardous substances, promoting the usage of non-toxic chemicals and used oil recycling.</p> <p>Alternatives in Transportation: We can also prevent pollution by altering the way we travel. Carpooling, using public transportation, and purchasing eco-friendly cars such as hybrids help to minimize air pollution. Skateboards, biking, and in-line skates are popular eco-friendly transportation options that also present the additional benefit of healthy exercise. The slightest change in transportation habits decreases the amount of harmful exhaust that enters the environment.</p> <p>Waste Reduction: The minimization of waste helps to prevent pollution. This may include switching to energy-saving products or minimizing the amount of time you leave your lights on in the house. You may also recycle your juice boxes, newspapers, milk cartons, and tin cans. Some people try bringing home products that use the least amount of packaging, which lowers the amount of waste they are responsible for discarding.</p> | | | |

GRADE 9 Theme: Managing the Environment

Topic 2: Countering Global Warming

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

Values/Virtues: **Accountability, Consistency, Cooperation, Appreciation, Concern, Citizenship, Resourcefulness**

| Objectives | Points to Note/Guidance to Teacher | Strategy | Suggested Learning Activities | Assessment Criteria |
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| <p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> • Explain the causes and effects of global warming • Propose alternatives to reduce activities that result in a carbon footprint • Adjust their lifestyle choices that can contribute to global warming • Advocate for the implementation of strategies in their school that will mitigate the impact of global warming. • Advocate for the implementation of strategies in their school that will mitigate the | <p>Global warming, also called climate change, refers to the general increase in the earth's average temperature caused by greenhouse gases in the atmosphere and the resulting changes in climate patterns worldwide.</p> <p>Greenhouse gases are carbon dioxide and methane, mostly caused by human activity. Greenhouse gases are in the atmosphere, absorbing and holding heat which causes the earth's temperature to rise.</p> <p>Carbon Footprint</p> <p>Since the Industrial Revolution (from about 1850 to the present) astounding amounts of greenhouse gases have been introduced into the Earth's atmosphere. This is primarily due to the increased use of fossil fuels for generating power. A carbon footprint is the amount of carbon dioxide a person, family or business emits using fossil fuels. Our carbon footprint is the impact our lifestyle choices have on the earth leading to global warming. Two of the biggest contributors are our driving and travel habits as well as our electricity use at home. Other impacts come from our diet and the products we buy.</p> | <p>Video Presentation Brainstorming Pictogram/ Presentation</p> <p>Video Presentation Group Work</p> | <p>Students will watch a YouTube video entitled, "Global Warming": https://www.youtube.com/watch?v=n94lepehpm4. After viewing, in small groups, students will formulate their definitions of global warming and greenhouse gases. They will present their definitions to each other and briefly discuss their understanding. The groups will then create a pictogram of the effects of global warming on Earth's/man's future - based on the video and previous knowledge. pictograms will be placed around the classroom as the groups present.</p> <p>Reflective Questions:</p> <ul style="list-style-type: none"> • How does my carbon footprint impact global warming? • What can I do to lessen my carbon footprint? <p>Students will watch a YouTube video, entitled, "Simpleshow That Explains Carbon Footprint": https://www.youtube.com/watch?v=8q7_aV8eLUE. In groups, students will complete the following based on the videopresentation:</p> | <p>Students' responses in discussion indicate a clear and accurate understanding of the concepts of global warming and greenhouse gases.</p> <p>Pictograms and presentations illustrate competent use of critical thinking skill in discerning an accurate understanding of the effects of global warming</p> <p>Presentations depict competence in the application of problem solving skill along with value/ virtue such as resourcefulness</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategy | Suggested Learning Activities | Assessment Criteria |
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| <p>impact of global warming.</p> | <ul style="list-style-type: none"> • Impacts of Global Warming in the Caribbean • Higher temperatures • More intense rain and floods • Less snow • Increased droughts • Increased cost of food • Poor air quality • Changes in forests and wetlands • Sea-level rises <p>Jamaica has recognized the impact that global warming can have on maintaining and sustaining a natural and healthy environment. The geographic location of Jamaica in the Caribbean and its small size makes us vulnerable to natural events such as hurricanes, storms, earthquakes and droughts. These often lead to natural disasters, which affect people, economic activity, infrastructure and the natural environment.</p> <p>One of the National Goals outlined in Vision 2030 Jamaica- National Development Plan is for the country to have a healthy natural environment. To achieve this, we are expected to enforce the national strategy by contributing to the efforts to reduce the global rate of climate change.</p> <p>Countering Global Warming</p> <ul style="list-style-type: none"> • Reduce, reuse, recycle • Bike or walk instead of driving • Carpool • Conserve water • Compost | <p>Checklist/ Journaling</p> | <ul style="list-style-type: none"> • Define carbon footprint • Explain how an individual’s carbon footprint impacts global warming • Select two or three members of the group and list their carbon footprint activities they have engaged in from waking up to the present. Discuss and assess which group member has left the largest carbon footprint. • Propose strategies to reduce the carbon footprint of the group member with the largest print. • Present findings of all of the above to the class. <p>Students will be given a “Countering Global Warming” checklist (see resource page 193) to track likely activities, such as saving energy or conserving water that one can engage in to minimize the impact of global warming. They will select one of the three indicators to state their progress on each activity:</p> <ul style="list-style-type: none"> • Already Doing • Will Do Now • Are You Crazy? <p>Based on their answers, students will do the following in their journals:</p> <ul style="list-style-type: none"> • State reasons for “Already Doing” an activity or activities. • Highlight steps that will be taken for one of the “Will Do Now” activities highlighted. • Explain why “Are You Crazy?” was selected. | <p>or appreciation to propose appropriate strategies to reduce carbon footprints</p> <p>Journal entries reflect proficiency in the application of healthy self-management skill and appropriate value/virtue such as consistency or citizenship to make changes in their lifestyle choices to counteract global warming</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategy | Suggested Learning Activities | Assessment Criteria |
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| | <ul style="list-style-type: none"> • Cut down on products with excess packaging • Plant a tree • Get educated about taking care of the environment. • Use both sides of paper • Organize a class project to teach others about climate change solutions <p>Be energy efficient: turn off lights, unplug electronics, use a power strip and unplug chargers(cell phones, iPods, laptops, etc.) when not in use.</p> | Visual Arts | <ul style="list-style-type: none"> • Use a creative written expression to promote lifestyle choices to reduce the rate of global warming. <p>Students will conduct a survey to ascertain their school's carbon footprint based on daily activities conducted by all stakeholders. They will divide themselves into small groups to target a specific group (students, teaching staff or administrative assistants) or location (canteen or laboratories) to use visual arts methods (posters, slogans, memes, comic strips, etc.) to counter global warming by suggesting activities to minimize carbon footprints being made.</p> | Visual Arts pieces depict effective use of advocacy skill and appropriate value/virtue such as cooperation or citizenship to counter global warming |

THEME: MANAGING THE ENVIRONMENT

MODULE 3: HEALTH AND WEALTH

Analyse the relationship between a sustainable and healthy environment and the social and economic well-being of students, schools and communities.

About the Module

Students need to understand and appreciate the impact and benefits of a healthy, sustainable environment on their health and well-being.

Key Skills

Coping Skills (self-monitoring and healthy self-management)

Social Skills (communication)

Cognitive Skills (critical thinking, creative thinking, decision making, problem solving)

GUIDANCE FOR THE TEACHER

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

LINKS TO OTHER SUBJECTS: Religious Education, Social Studies

GRADE 9 Theme: Managing the Environment

Module 3: Health and Wealth

Unit 1: Responsible Earthlings

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

1. Demonstrate awareness of how the quality of the environment impacts health and well-being.
2. Appreciate sustainable use of available resources and the efficient management of waste.
3. Apply appropriate life skills to practice and promote strategies that will protect the environment.

Core Values: Ethical lenses – 1. Rights and responsibility 2. Appropriate use of power 3. Self-enhancing relationship 4. Stewardship/service

Topic 1: Keep the Island Clean: Nuh Dutty Up Jamaica!

Life Skills: Social: Advocacy

Cognitive: Critical thinking, Creative thinking, Problem solving

Coping: Healthy Self-management

Values/Virtues: Accountability, Cleanliness, Citizenship, Pride, Responsibility, Stewardship

| Objectives | Points to Note/Guidance to Teacher | Strategy | Suggested Learning Activities | Assessment Criteria |
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| <p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> • Investigate the consequences of different forms of improper waste disposal on the environment • Exhibit awareness of personal responsibility in indulging in proper waste management to ensure the protection of the environment | <p>Waste is an unwanted or undesired material or substance. Everyone creates waste, although some people are more environmentally conscious and create very little. Likewise, some communities in Jamaica do a very good job of creating less waste and managing the rest. Improper waste management will lead to disastrous effects on the environment.</p> <p>Forms of Improper Waste Disposal in Jamaica</p> <p>Littering is the most common form as it is committed by the majority of the population. Throwing a candy wrapper on the floor, leaving drinking bottles on public transportation and throwing empty lunch boxes from the personal vehicle are all major contributors to unsightly littering in Jamaica.</p> | <p>Research/ Presentation</p> | <p>Reflective Questions:</p> <p>How have I contributed to improper waste disposal in my school and community?</p> <p>What bad habits do I need to change to keep my country clean?</p> <p>Why do I need to be concerned about the impact that improper waste disposal has on the environment?</p> <p>In groups, students will be given one form of improper waste disposal to investigate the consequences on the environment. They will research newspaper articles and visit sites in their school and community affected by improper waste disposal. They will interview people and take pictures to provide evidence. Groups will share their findings with the class.</p> | <p>Presentations indicate a clear and accurate understanding of the consequences of improper waste disposal.</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategy | Activities | Assessment Criteria |
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| <ul style="list-style-type: none"> Demonstrate befitting social or cognitive skills to develop a waste management programme for school and/or community | <p>Illegal dumping is the disposal of garbage or hazardous chemicals or wastes in gullies, on land sites or in water bodies.</p> <p>Unauthorized Incineration or Burning of Waste</p> <p>Sometimes individuals or companies engage in open burning without permission, which is an illegal activity and is prohibited under the Country Fires Act and the Public Health (Nuisance) Regulations. Anyone caught burning garbage could be subject to a penalty of up to \$50,000.</p> <p>Environmental Consequences of Improper Waste Management</p> <p>Surface Water Contamination: Waste deposited in rivers, streams or other water bodies negatively changes the chemical composition of the water. Fertilisers can also contaminate water. This is called water pollution. It affects all ecosystems existing in the water and can also cause harm to animals that drink from such polluted water.</p> <p>Soil Contamination: Hazardous chemicals that get into the soil (contaminants) can harm plants when they take up the contamination through their roots. If humans eat plants and animals that have been in contact with such polluted soils, they can become ill. http://www.un.org/en/events/soilday</p> <p>Pollution: Bad waste management practices can result in land, air and water pollution and can cause respiratory problems and other adverse effects as contaminants are absorbed from the lungs into other parts of the body.</p> | <p>Research/ Creative Expression</p> <p>Project</p> | <p>Reflective Question: How can I ensure proper waste management in my school and community?</p> <p>In groups, students will discuss how they can implement proper waste management in the school and community. Using dub poetry, song, poem, story writing or drama, they will express how they feel about their personal responsibility to protect the environment by managing their waste properly. They will include strategies they will employ to address the issue.</p> <p>As a whole class project, students will develop and implement a waste management programme for their school and the surrounding community using the strategies they have researched. For development, students will conduct a need analysis to verify which strategies can be implemented based on the context and available resources at the school. They will conduct a survey or observation in the surrounding community to decide which strategy will best address the waste disposal need. Students will implement their programme and use checklists to assess the effectiveness of their strategies.</p> | <p>Creative expressions proficiently reflect healthy self-management skill along with the value/virtue responsibility to indicate strategies they will take to protect the environment from improper waste disposal</p> <p>Outputs of the project activities depict competence in the application of problem solving, critical thinking or creative thinking skill and value/virtue such as cleanliness or citizenship in developing a proper waste management programme</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategy | Suggested Learning Activities | Assessment Criteria |
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| | <p>Environmental Health Threats:</p> <p>Improper waste disposal habits can lead to mosquito-borne diseases such as Zika, Dengue, Malaria, and Chikungunya as well as Leptospirosis due to rat infestation. The breeding of flies will increase and they are carriers of germs and bacteria which can lead to health issues such as diarrhoea, dysentery, typhoid and cholera.</p> <p>Natural Disasters such as flooding may occur Almost all major town areas in Jamaica have experienced flooding as a result of improper disposal of waste. Individuals and organizations have lost cars, homes, personal belongings and sometimes their loved ones after major flooding in an area.</p> <p>Strategies for Proper Waste Management</p> <p>Environmental Legislation and Policy:</p> <p>Development and enforcement of appropriate waste management legislation and policy are very crucial. The National Solid Waste Management Act 2001 and The National Solid Waste Management (Public Cleanliness) Regulations 2003 are the two legislative frameworks developed by the Jamaican government to facilitate proper waste management. Unfortunately, the enforcement of these laws is weak due to a lack of resources and citizens continually break some of these laws without facing sanctions.</p> <p>Schools should develop a waste management policy to inculcate sustainable environmental attitudes and values within the school community. This waste management policy can be developed using the legislation as a guide.</p> | | <p>Suggested Strategies:</p> <ul style="list-style-type: none"> • Revise and amend the school's handbook to include rules and sanctions about littering • Place recycling receptacles to collect plastic bottles • Competition among departments to reuse waste products • Practice composting in the school's vegetable or farming garden • Appoint students as environmental monitors/prefects • Conduct a public awareness campaign within the community to increase proper waste management procedures. | |

| Objectives | Points to Note/Guidance to Teacher | Strategy | Suggested Learning Activities | Assessment Criteria |
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| | <p>The 3Rs of Waste Hierarchy:</p> <p>The waste hierarchy is the order of priority of actions to be taken to reduce the amount of waste generated and to improve overall waste management processes and programmes. The waste hierarchy consists of 3 R's as follows:</p> <ul style="list-style-type: none"> • Reduce • Reuse • Recycle <p>A small change in our daily habits can reduce waste so that less of it goes to landfills. By refusing to buy items that we do not need, reusing items more than once and disposing of items that are no longer in use at appropriate recycling centres or receptacles, we can contribute to a healthier planet.</p> <p>Composting</p> <p>Composting is a sustainable waste management practice that converts any volume of accumulated organic waste into a usable product. When organic wastes are broken down by microorganisms in a heat-generating environment, waste volume is reduced, many harmful organisms are destroyed, and a useful, potentially marketable product is produced. Organic wastes may include manure from livestock operations, animal bedding, yard wastes such as leaves and grass clippings, and even kitchen scraps.</p> | | | |

Grade 9

Theme: Managing the Environment

Topic 2:

Protect the Land!

Life Skills:

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

Values/Virtues:

Concern, Consideration, Prudence, Diligence, Moderation, Resoluteness, Willingness

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| <p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> Analyse how much of the Earth is available for growing food Explain human activities that will contribute to land degradation Justify the importance of land preservation to ensure a sustainable future Demonstrate social skills and attitudes to encourage activities that improve land preservation in their communities | <p>Only about three percent of the Earth’s surface is capable of growing food. Over the past century, farming technology has made it possible to produce more food from the world’s limited cropland to feed the growing world population. However, much of this arable (farmable) land has been taken out of production for urban/suburban development and livestock grazing or has been mismanaged leading to irreparable soil erosion. By 2030, we will need to produce 30 percent more grain to feed the expected population of 8.5 billion. Protecting our arable land resources is becoming more important than ever.</p> | <p>Video Presentation/ Discussion</p> | <p>Students will view the silent video titled, “World- Arable Land- Time Lapse”, which illustrates the reduction in available arable land from 1961 to 2013.: https://youtu.be/Oeiei99A7TY</p> <p>Students will explain their understanding, by answering the following guided questions:</p> <ul style="list-style-type: none"> What do you see being depicted in the video? Why do you think that arable land has been decreasing over the years? What concerns do you have with the growing population versus the available arable land? | <p>Students’ responses indicate clear and accurate analysis of available arable land and proficiently depict the value/ virtue concern or consideration</p> |
| | <p>Erosion by wind and water is the most serious cause of soil loss and land degradation. Although it is a natural process, erosion is accelerated greatly by things like construction, deforestation, unsustainable farming practices, and animal grazing.</p> <p>Causes of Land Degradation</p> <p>(a) Deforestation: Deforestation is taking place at a faster rate due to increasing demands for timber, fuel and forest products which results in the degradation of land resources.</p> | <p>Video Presentation/ Discussion</p> | <p>Students will watch the YouTube video titled, “Land Degradation in a Neutral World” which provides a brief introduction to land degradation: https://www.youtube.com/watch?v=DPgtdEw5lgl</p> <p>After viewing, students will answer the following discussion questions:</p> <ul style="list-style-type: none"> What is land degradation? How have human activities contributed to land degradation? Why should we be concerned about land degradation? | <p>Students’ responses provide clear and accurate understanding of human activities that contribute to land degradation</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| | <p>(b) Overgrazing: Overgrazing refers to the excessive eating of grasses and other green plants by cattle. It results in reduced growth of vegetation, reduced diversity of plant species, excessive growth of unwanted plant species, soil erosion, and degradation of land due to cattle movement.</p> <p>(c) Agricultural practices: Modern agricultural practices and excessive use of fertilizers and pesticides have adversely degraded the natural quality and fertility of the cultivated land.</p> <p>(d) Industrialization: The development of industries for the economic growth of the country leads to excessive deforestation and utilization of land in such a way that it loses its natural qualities.</p> <p>(e) Urbanization Increasing growth of population and demand for more residential areas and commercial sectors</p> <p>How can we preserve farmland?</p> <ul style="list-style-type: none"> • By not building on arable land: Land covered up by buildings, highways, and other forms of development can not be used for growing crops. • By eating lower on the food chain: While over a billion people suffer from malnutrition or starvation, meat production requires a disproportionate amount of grain input. Producing a pound of beef in a feedlot requires seven pounds of grain, a pound of pork requires four, and a pound of poultry requires two pounds of grain. The land that is used to produce grain for consumption by animals is inaccessible for growing grain for human consumption. | <p>Field trip/ Presentation</p> | <p>Students will be placed in groups to examine the effects of land degradation and explain the importance of land preservation in ensuring a sustainable future. To get the required information a field trip will be planned for students to visit areas that are affected by land degradation. They will use observation and questionnaires to collect their information. They will also take pictures where applicable. Students will collate the information in a PowerPoint presentation (accuracy and creativity will be encouraged) which they will present to each other. Presentations should include land preservation strategies. Groups will be given a rubric to rate each other's presentations. The group that received the highest rating will be asked to present to the general assembly during environmental awareness week, a PTA meeting, or a regional/national environmental forum.</p> <p>Reflective Questions:</p> <ul style="list-style-type: none"> • How do I feel when I see areas affected by land degradation? • What can I do as a student to bring awareness to the importance of land preservation? | <p>Presentations proficiently depict the use of critical thinking skill along with value/virtue such as consideration or concern to justify the importance of land preservation</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategies | Suggested Learning Activities | Assessment Criteria |
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| | <p>• By reducing pollution: Pollution impairs the ability of the land and the seas to provide food that's both enough in quantity and free of contaminants.</p> <p>• By stabilizing human population growth: Food supply is an excellent example of the relationship between any resource and the size and consumption patterns of the population that depends on it. Simply put, the more people there are to feed, the less food there is to go around.</p> <p>• By tree planting and reforestation: Tree planting is the process of transplanting tree seedlings, generally for forestry, land reclamation, or landscaping purpose. Reforestation involves the replanting or regeneration of areas of forest which have previously been damaged or destroyed.</p> <p>Environmental Benefits of Tree Planting</p> <ul style="list-style-type: none"> • Urban areas produce more heat than their surrounding rural areas because of human activity. Trees reduce what is called the "urban heat island effect" through evaporative cooling and reducing the amount of sunlight that reaches parking lots and buildings. • Trees improve our air quality by filtering harmful dust and pollutants such as ozone, carbon monoxide, and sulphur dioxide from the air we breathe. • Trees give off oxygen that we need to breathe. • Trees reduce the amount of stormwater runoff, which reduces erosion and pollution in our waterways and may reduce the effects of flooding. • Many species of wildlife depend on trees for their habitat. Trees provide food, protection, and homes for many birds and mammals. | <p>ICT/ Creative Expression</p> | <p>In small groups, students will create a Public Service Announcement (PSA) to increase awareness of the effects of land degradation and to encourage land preservation activities. The PSA should include a catchy and impactful slogan that will resonate with the audience. The PSAs will be presented to the class and circulated using various social media formats available to students; school or personal accounts.</p> <p>Students will also organize a land preservation activity in their schools such as tree planting or clean-up day.</p> | <p>Public Service Announcements effectively illustrate advocacy skill and value/virtue such as concern, moderation or resoluteness. Land preservation activity adeptly displayed the value/ virtue of willingness</p> |

THEME: MANAGING THE ENVIRONMENT

MODULE 4: SUSTAINING THE ENVIRONMENT

Demonstrate scientifically sound and affordable responses to the creation of healthy and sustainable environments and the reduction of environmental health threats in the home, school, community and region.

About the Module

Students need to develop the knowledge and skills to effectively utilise scientifically sound and affordable responses to address both the issues of protecting the environment and protection from the environment.

Key Skills

Coping Skills (healthy self-management, self-monitoring)

Social Skills (communication, interpersonal relations, assertiveness, negotiation, advocacy)

Cognitive Skills (critical thinking, creative thinking, problem solving, decision making)

GUIDANCE FOR THE TEACHER

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

LINKS TO OTHER SUBJECTS: Religious Education, Social Studies

| Objectives | Points to Note/Guidance to Teacher | Strategy | Suggested Learning Activities | Assessment Criteria |
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| <ul style="list-style-type: none"> Demonstrate cognitive skills to reduce the impact of mosquitoes on the environment | <p>Jamaica is affected by vector-borne diseases and illnesses which are mainly transmitted by mosquitoes, particularly the Aedes aegypti mosquito. This mosquito is responsible for the transmission of dengue, chikungunya and Zika virus. Jamaicans have also been affected by malaria which is transmitted by the Anopheles mosquito. These viruses cause medical complications including fever, pain in the joints, diarrhoea, rash, nausea, vomiting, headaches, prolonged pain and weakness and even death.</p> <p>Due to unsanitary practices and improper disposal of waste, Jamaica has many mosquito breeding sites. Educating ourselves in vector control measures and adapting and promoting healthy environmental protection and waste management behaviours is critical to ensure that our communities will not be affected by mosquito-borne illnesses.</p> <p>Reducing the Threat of Mosquitoes Mosquitoes breed anywhere and their eggs can survive during dry periods for over a year. They breed in water containers such as cans, tyres, drums, barrels, flower pot saucers and other containers. These containers can be found in and around our homes, schools, churches, open lots, and other places within our communities. We can control these vectors by doing these preventative measures:</p> | <p>Experiential Activity</p> | <p>bill that will outline health-promoting behaviours that should be adopted by citizens. The bill should also include sanctions for non-adherence to these health-promoting behaviours. They present their bills in a simulated House of Parliament; the teacher will assume the role of the Speaker of the House who will provide feedback on the various bills.</p> <p>Students will organize a Clean-Up Day within their school community or the surrounding community. The day should entail the following:</p> <ul style="list-style-type: none"> A presentation to the student body and/or community members about the causes and effects of mosquito-borne diseases and illnesses along with preventative measures. Organized groups working in various areas to conduct clean-up activities using the 3Rs of waste hierarchy (see lesson topic, "Keep the Island Clean."). Using a checklist to rate the effectiveness of the Clean-Up Day. | <p>or assertiveness skill along with appropriate value/virtue such as collaboration, citizenship or respect to present health-promoting behaviours that will reduce the threat of mosquito-borne diseases/illnesses</p> <p>Clean-Up Day activities depict effective use of creative thinking, problem-solving or healthy self-management skill along with appropriate value/virtue such as cleanliness, stewardship or citizenship</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategy | Suggested Learning Activities | Assessment Criteria |
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| | <ul style="list-style-type: none"> • Cover all drums, tanks, barrels and buckets that are used to store water. • Get rid of all old tyres, tins, bottles, plastic containers, coconut shells and anything in which rainwater settles. Cover trash containers to keep out rainwater. • Punch holes in the bottom of tins before placing them in the garbage. Keep flower pot saucers dry and avoid over-watering potted plants. • Empty and scrub flower vases twice weekly. • Empty and wash pets' water containers twice weekly. • Keep house plants in damp soil instead of water. | | | |

GRADE 9

Theme: Managing the Environment

Topic 2:

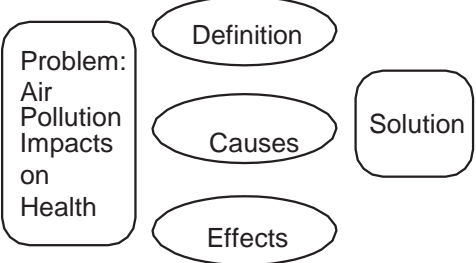
Help! I Can't Breathe!

Life Skills:

Social: Assertiveness, Advocacy
 Cognitive: Problem solving, Creative thinking
 Coping: Self-awareness, Healthy Self-management

Values/Virtues:

Cooperation, Concern, Capability, Motivation, Prudence, Service, Stewardship

| Objectives | Points to Note/Guidance to Teacher | Strategy | Suggested Learning Activities | Assessment Criteria |
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| <p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> Examine the concepts of air pollution and air pollutants Describe the causes and effects of air pollution on an individual's health Propose actions to reduce air pollution that support environmental stewardship Demonstrate the ability to use cognitive or social skills to promote activities that will improve and sustain air quality | <p>People need air to live; clean air is a valuable resource which is vastly becoming very limited.</p> <p>What is air pollution? Air pollution occurs when there is a high concentration of certain substances that causes the atmospheric environment to become toxic enough to harm people, animals and the natural environment. The substances that are responsible for air pollution are known as air pollutants. Air pollutants can be gaseous, liquid or solid in form, and can come from natural as well as human sources.</p> <p>Impact of Air Pollution on Health Poor air quality contributes to health problems in our community, especially for the very young, the elderly and those with existing illnesses. People with respiratory illnesses such as asthma or bronchitis have more sensitive airways and their lungs respond more strongly to the effects of pollutants in the air.</p> <p>Particulate matter (also called PM), are small particles of tiny solids or drops of liquids that can enter the air from both natural and human-made sources. Natural sources include bushfires, dust storms and pollens while human-made sources include motor vehicle emissions, incinerators and wood heaters. With time, PM settles on the ground or surfaces or is washed out of the air by rain. When particles are breathed in, they can cause health problems, especially for the very young. Very small</p> | <p>Video Presentation/ Discussion</p> <p>Concept Mapping/ Visual Art</p> | <p>Students will watch the video, "Air Pollution- A Major Global Public Health Issue": https://youtube/Tds3k97aAzo. Students will discuss their understanding of the types and effects of air pollution.</p> <p>Reflective Question: How do I feel about inhaling air that is possibly affecting my health?</p>  <p>In groups, students will copy the above problem/solution concept map on chart paper and complete the diagram. They will then brainstorm solutions. Solutions should include how individuals or organizations should use behaviour change to become better stewards of the environment. Posters with solutions will be placed around the school to encourage others to become stewards of the environment.</p> | <p>Students' responses depict an accurate and clear understanding of concepts of air pollution and air pollutants</p> <p>Concept maps accurately illustrate the causes and effects of air pollution on human health</p> <p>Posters depict effective use of healthy self-management, problem solving or creative thinking skill and appropriate value/virtue such as stewardship, motivation or concern</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategy | Suggested Learning Activities | Assessment Criteria |
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| | <p>particles make health problems like bronchitis, emphysema and asthma worse.</p> <p>Why is there more air pollution in urban areas? One main cause of air pollution in urban areas is exhaust fumes from vehicles that run on gasoline or diesel. Until a few years ago, lead was added to most gasoline to make car engines run better. The lead passes through the engine and out of the exhaust system into the air. Lead is a highly toxic metal and can cause nervous system damage and digestive problems. Road traffic emissions, particularly from diesel vehicles are a major source of Particulate Matter (PM) and Nitrogen Oxide.</p> <p>On the other hand, Carbon Monoxide (CO) is a colourless, odourless gas that is formed when carbon in fuel is not burned completely. It is a component of motor vehicle exhaust. Higher levels of CO generally occur in areas with heavy traffic congestion. Exposure may cause a variety of cancers, deterioration or malfunction of organs and even death.</p> <p>Ways to Reduce Air Pollution</p> <ol style="list-style-type: none"> 1. Adopt an environmentally-friendly lifestyle. Change your driving habits, reduce your driving time, maintain your car, and use cleaner fuels, such as ethanol to help maximize fuel efficiency and reduce emissions. Use alternative forms of transport, such as public transit, biking or walking. | <p>Journaling/ ICT</p> | <p>Reflective Question: How can I use social media to positively influence others to protect and sustain our environment?</p> <p>Students will write their reflections on the question in their journals. In small groups, they will organize a social media challenge to increase awareness of human activities that will contribute to air pollution. The challenge should focus on counter activities that will improve and sustain air quality. Students will be encouraged to use creative means to positively influence social media users to participate in the challenge. The group's challenge that has made the most impact (becoming viral, receiving the most likes and shares) will be featured at a public event held at the school or in the community.</p> | <p>Social media challenges illustrate adept use of creative thinking, advocacy or assertiveness skill along with appropriate value/virtue such as motivation, cooperation, service or responsibility</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategy | Suggested Learning Activities | Assessment Criteria |
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| | <p>2. Get involved in volunteer work that focuses on protecting the environment. Organizing outreach activities to promote greater community involvement in environmentally friendly practices. Communities and municipal governments can become involved in planning more sustainable forms of transportation as well as developing community social marketing programmes to promote necessary changes in air quality.</p> <p>The National Environment and Planning Agency (NEPA) and the Jamaica Environment Trust (JET) are environmental organisations focused on environmental education, advocacy and conservation that will welcome voluntary service.</p> <p>3. Participate and celebrate World Environment Day on June 5:</p> <p>4. Give a human face to environmental issues.</p> <p>5. Empower people to become active agents of sustainable and equitable development.</p> <p>6. Promote understanding of communities' role in changing attitudes towards environmental issues.</p> <p>7. Advocate partnerships</p> <p>8. 4. Adopt the 3Rs (REDUCE, REUSE, AND RECYCLE) rule in your community.</p> | | | |

THEME: MANAGING THE ENVIRONMENT

MODULE 5: SOURCES OF INFORMATION

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

About the Module

Students should be capable of identifying, accessing and critically assessing age-appropriate information, products and services relating to managing the environment.

Key Skills

Coping Skills (healthy self-management)

Social Skills (communication, interpersonal relations)

Cognitive Skills (critical thinking, creative thinking, problem solving, decision making)

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1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. Where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. Safety precautions should be exercised when participating in extra-curricular activities.
4. Sensitive topics should be introduced with care and ground rules should guide students' behaviours.
5. Assessment plans should reflect formative and summative assessments in every lesson.
6. Summative assessment should focus on students' acquisition of the dominant life skill and value of the lesson. Attention should be paid to the link between the assessment criteria and the recommended values and life skills for selection in each topic.
7. Use reflective questions throughout the lesson to facilitate values and attitude development.
8. Adopt the STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for the transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st-century skills and promote responsible behaviour.
11. Lessons must focus on developing and assessing competencies outlined in the National School Leaving Certificate (NSLC) Framework.

LINKS TO OTHER SUBJECTS: Religious Education, Social Studies

GRADE 9 Theme: Managing the Environment

Module 5: Sources of Information

Unit 1: Environmental Resources

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

1. Be more aware of environmental sustainability through available and reliable resources.
2. Appreciate the importance of environmental agencies in protecting the environment.
3. Apply life skills to utilize environmental resources to promote environmental sustainability.

**Core Values: Ethical lenses – 1. Rights and responsibility 2. Appropriate use of power
3. Self-enhancing relationship 4. Stewardship/service**

Topic 1: Environmental Wisdom

Life Skills: Social: Communication, Advocacy

Cognitive: Critical thinking

Coping: Self-awareness

Values/Virtues: Appreciation, Discernment, Collaboration, Law-abiding, Motivation, Service, Wisdom

| Objectives | Points to Note/Guidance to Teacher | Strategy | Suggested Learning Activities | Assessment Criteria |
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| <p>By the end of this topic, students should be able to</p> <ul style="list-style-type: none"> • Examine the concept of environmental sustainability through related sources of information • Express appreciation for the work of environmental agencies in promoting environmental sustainability | <p>Environmental sustainability is defined as responsible interaction with the environment to avoid depletion or degradation of natural resources and allow for long-term environmental quality. The practice of environmental sustainability helps to ensure that the needs of today's population are met without jeopardizing the ability of future generations to meet their needs. An individual needs to be aware and knowledgeable of practices that will protect and sustain the environment; this also will build his/her environmental wisdom.</p> <p>Some agencies/organizations that provide information to advocate for environmental sustainability are:</p> <p>Globally:</p> <ul style="list-style-type: none"> • International Union for Conservation of Nature (IUCN) • United Nations Environment Programme (UNEP) | <p>Research/ Presentation</p> | <p>In groups, students will research agencies or organisations that provide information about and/or support environmental sustainability. They will select three agencies/ organisations categorized under global, regional and local and explain their roles and responsibilities in supporting environmental sustenance. They will present their information with the assistance of ICT.</p> <p>Reflective Questions:</p> <p>How can I use the information provided about environmental sustainability to benefit my school and living communities?</p> <p>Are environmental organisations in Jamaica effective in helping me to learn how to protect the environment?</p> | <p>Presentations clearly and accurately outline students' understanding of environmental sustainability through related sources of information</p> |

| Objectives | Points to Note/Guidance to Teacher | Strategy | Suggested Learning Activities | Assessment Criteria |
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| <ul style="list-style-type: none"> Create an environmental information centre at the school or community to advocate for environmental sustainability | <ul style="list-style-type: none"> Intergovernmental Panel on Climate Change (IPCC) European Environment Agency <p>Regionally:</p> <ul style="list-style-type: none"> Caribbean Environment Programme (CEP) The Nature Conservancy- Caribbean Caribbean Natural Resources Institute (CANARI) Caribbean Regional Climate Centre (RCC) Environmental Protection in the Caribbean (EPIC) <p>Locally:</p> <ul style="list-style-type: none"> National Environmental and Planning Agency (NEPA) is the governmental agency that promotes sustainable development by ensuring the protection of the environment and orderly development in Jamaica. This is done by ensuring that Jamaica's natural resources are being used sustainably and that there is a broad understanding of protecting the environment. NEPA strongly encourages citizens' compliance with environmental legislation. Jamaica Environment Trust (JET) is a non-profit and non-governmental environmental organization focused on environmental education, advocacy and conservation. Environmental Foundation of Jamaica (EFJ) is a non-governmental organization that promotes sustainable development in Jamaica by funding, | Simulation | <p>The class will simulate a talk show setting to focus on the impact of the "Nuh Dutty Up Jamaica" Public Service Announcements and Public Campaigns (PSAs) created by the Jamaica Environmental Trust.</p> <p>One or two students will be selected to be the talk show hosts who will engage their peers to rationalize and validate the importance of the PSAs and Public Campaigns in helping Jamaicans to change their attitudes towards the environment and encourage environmental sustainability.</p> <p>Throughout the simulation, the talk show host(s) will show the PSAs and Public Campaigns as suggested with the following YouTube links below:</p> <p>https://youtu.be/mdZ0HDov1jM https://youtu.be/x-GbLb_2IHA https://youtu.be/twpg2exVd4M https://youtu.be/FZkebZl_-rQ https://youtu.be/sJ8zAEj4ivl https://youtu.be/ev9QSQHCdJQ</p> <p>After each video, students will share their understanding using the following guided questions:</p> <ul style="list-style-type: none"> How do you feel about the environment after watching the PSA or Public Campaign? Are you concerned about the negative impact that some of our actions are having on the environment? Why? | Students' responses demonstrate the value/virtue appreciation for environmental agencies in promoting environmental sustainability |

| Objectives | Points to Note/Guidance to Teacher | Strategy | Suggested Learning Activities | Assessment Criteria |
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| | <p>promoting, supporting and implementing activities that conserve the natural resources and the environment of Jamaica and foster the well-being of our children.</p> <ul style="list-style-type: none"> • Laws in Jamaica also support and encourage environmental protection and sustainability these include: <ul style="list-style-type: none"> • Beach Control Act 1956 • Country Fires Act 1942 • Endangered Species Act 2000 • Watershed Protection Act • Fishing Industry Act 1976 • Flood Water Control Act 1958 • Forest Act 1996 • National Solid Waste Management Act 2001 • National Resources (Marine Park) Regulations 1992 • The Public Health (Nuisance) Regulations 1995 • The National Resources Conservation Authority Act 1991 | <p>Portfolio/ Display</p> | <ul style="list-style-type: none"> • What part of the PSA or Public Campaign made you feel that we as citizens need to change our attitudes towards the environment? • How are these PSAs and Public Campaigns promoting environmental sustainability? • What recommendations do you have for these PSAs and Public Campaigns to have a stronger impact on more Jamaicans? <p>The talk show host(s) will also ask students reflective questions:</p> <ul style="list-style-type: none"> • How important is the role of environmental organisations to increase my awareness of environmental sustenance? • What can I do? <p>In groups, students will create a portfolio on environmental sustainability. They will use brochures, pictures and diagrams along with sources of information that support environmental sustainability to complement their portfolios. These portfolios will be placed in a section to be identified as the environmental information centre within the school or community to be accessible for persons to view and learn about environmental sustainability.</p> | <p>Portfolios illustrate proficient use of advocacy skill along with appropriate value/virtue such as service, law-abiding, collaboration or motivation to increase awareness of environmental sustainability</p> |

COUNTERING GLOBAL WARMING CHECKLIST:

TRACKING YOUR PROGRESS: What are you doing now? What will you change to make a difference in the world?
BE PART OF THE SOLUTION.

| | Already Doing | Will Do Now | Are You Crazy? |
|--------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| GET INVOLVED | | | |
| Volunteer in your community | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Write your elected officials—tell them your hopes for a healthy environment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Start a school project to educate others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Plant trees | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| REDUCE | | | |
| Take reusable bags to the grocery store | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Bring your lunch and drinks in reusable containers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Cut down on the amount of trash you produce | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| SAVE ENERGY | | | |
| Turn off lights, TVs, computers and radios when not in use; unplug your stuff! | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Turn down the heat or air conditioning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Walk or ride your bicycle whenever possible | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| CONSERVE WATER | | | |
| Turn off the faucet when brushing your teeth | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Take shorter showers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| RECYCLE | | | |
| Recycle paper, metal, glass and plastic | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Use recycled products | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Use rechargeable batteries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

SAMPLE LESSONS

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| Subject: Health and Family Life Education | |
| Theme: Safety and Security | Grade: 9 |
| Topic: Online Self-Defence | Sub-Topic: Dangers of Social Networking |
| Duration: 1 to 2 sessions | |
| General Objective: Students will understand the potential dangers of social networking. | |
| Value: Discernment | |
| Dominant Life Skill: Problem solving | |
| <p>Specific Objectives: At the end of the lesson students should be able to:</p> <p>Knowledge: Explain at least three potential dangers of social networking.</p> <p>Attitude: Justify the importance of discernment as a value that can be used to assist in protection from the potential dangers of social networking.</p> <p>Skill: Demonstrate problem solving skill, in a manner that depicts discernment, to protect themselves when social networking.</p> | |
| <p>Content Summary: Social networking has become an extremely popular activity for adolescents across the world. It initially existed as a way to create an online presence for those interested in documenting their life and connecting with real and virtual friends by creating a personal “profile” page. All social networking sites provide the same basic functionality with each having individual characteristics, rules and regulations.</p> <p>As with anything involving the Internet, there are dangers to consider with social networking. It creates a place for online predators and bullies to gather information. This is especially a concern considering the number of teenagers carelessly listing personal information such as their full name, town and high school and posting pictures of their house or car.</p> <p>Most social networking sites also feature instant messaging and chat rooms, which can allow online predators and bullies to send direct messages, links and pictures privately to individuals.</p> <p>Discernment is the value that allows a person to obtain sharp perceptions or to judge well. Discernment is needed for social networking as it will allow one to carefully analyse individuals and potential dangers, ultimately keeping self and others safe and secure.</p> <p>Problem Solving Skill is the ability to resolve a situation/problem achieving a desirable outcome.</p> <p>Steps</p> <ul style="list-style-type: none"> • Define the problem. • Analyse the causes of the problem. • Identify possible options (Consider impact on life, values and beliefs) • List the negative and positive consequences of each option. • Choose the appropriate solution and take action. • Evaluate results. | |
| Resources: HFLE Curriculum Guide, Photo frame, YouTube video, Statement strips | |

Engagement:

- A social media photo frame (made from cardboard featuring one of the social networks such as Instagram or Snapchat around the outline) will be passed around to students. As students receive the photo frame they will pose as if they have taken a selfie and state one positive characteristic about themselves using “hashtag language”. Example: Creating my own sunshine with my smile #cleanteethandfreshbreath #toocute
- The lesson topic, value and life skill will be introduced.
- The following problem statement will be shared with the students: While social media has its benefits, it can also negatively impact the lives of adolescents if they do not protect themselves online. How can adolescents protect themselves from the dangers of social networking?

Exploration/Explanation:

In small groups, students will discuss briefly their favourite social media networks, providing reasons why one is favoured over the other(s). To ascertain the importance of social media in the life of an adolescent, they will also ask each other the following questions:

- Why do you have a social media account?
- How often do you visit or use your account?
- How would you feel if your parent or guardian asked you to deactivate your account? Each group will select a member to provide a summary of the responses given to the class.

Students will watch a video presentation titled, “Dangers of Secret Social Media: Murder of Nicole Lovell” available on the YouTube link below:

<https://www.youtube.com/watch?v=ia9zXApCrNA>

In small groups, students will discuss the varied dangers of social networking portrayed in the video and those known from experience and share their responses. Students will also discuss and share their understanding of the meaning of the value of **discernment**. Teacher will provide clarification where necessary. They will explain how discernment could have been used to help Nicole’s situation.

After the discussion, they will answer the reflective questions in their print or e-journals:

- What are some of the dangers that I can encounter during social networking?
- What would have I done differently if I were Nicole?
- Is this likely to happen to me or someone I know?
- How can I use discernment to protect myself during social networking?

Explanation/Life Skill Development Activity:

Each step of problem solving skill will be placed on separate strips. In small groups, students will place the steps in sequential order and discuss and share their understanding of each step.

Elaboration:

The groups will further process the problem solving skill by using the steps to provide a different ending to Nicole's story previously shown in the video.

- Example: Define the problem – What was the problem in the video?
- Analyse the causes of the problem – What caused the problem?
- Identify possible options – What were Nicole's possible options?
- List the negative and positive consequences of each option- What are the consequences of these options?
- Choose the appropriate solution and take action- What was the best option she should have taken?

Evaluation:

In groups, students will be given one of the video links that highlights the danger of using the internet.

<http://origin.www.netmartz.org/RealLifeStories/TwoKindsOfStupid>

<http://origin.www.netmartz.org/RealLifeStories/Sextortion>

<http://origin.www.netmartz.org/RealLifeStories/YourPhotoFate>

<http://origin.www.netmartz.org/RealLifeStories/SplitDecisions>

<http://origin.www.netmartz.org/RealLifeStories/AmysChoice>

Students will watch the video given and then do the following:

- Explain the online danger that was experienced by the person/persons in the video.
- Create a role-play or comic strip to show how the person(s) should have used problem solving skill along with discernment to avoid the dangers of using the internet and social networking.

****Role plays/comic strips will be assessed using a rubric which will be shown to students to be used as a guide.***

Assessment Questions:

Were students able to:

1. Accurately explain at least three potential dangers of social networking?
2. Appropriately justify the importance of discernment as a value that can be used to assist in protection from the dangers of social networking.
3. Proficiently demonstrate problem solving skill in a manner that depicts discernment to protect themselves when social networking?

Teacher's Evaluation:

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| Subject: Health and Family Life Education | |
| Theme: Managing the Environment | Grade: 9 |
| Topic: Nuh Dutty Up Jamaica!!! | Sub-topic: Effects of Improper Waste Disposal |
| Duration: 1 to 2 sessions | |
| General Objective: Students will demonstrate an awareness of improper waste management negatively impacting the environment. | |
| Value: Cleanliness | |
| Dominant Life Skill: Advocacy | |
| <p>Specific Objectives: At the end of the lesson students should be able to:</p> <p>Knowledge: Describe at least three effects that improper waste disposal has on the environment</p> <p>Attitude: Justify the importance of cleanliness in protecting our surrounding environment.</p> <p>Skill: Demonstrate advocacy skill to encourage citizens to pursue environmental habits that support cleanliness.</p> | |
| <p>Content Summary:</p> <p>Waste is an unwanted or undesired material or substance. Everyone creates waste, although some people are more environmentally conscious and create very little. Likewise, some communities in Jamaica do a very good job of creating less waste and managing the rest. Improper waste management will lead to disastrous effects on the environment.</p> <p>Effects of Improper Waste Disposal</p> <ul style="list-style-type: none"> • Soil pollution will occur when hazardous chemicals come into contact with the soil. • Water pollution will negatively impact marine life. • Air pollution leads to respiratory illnesses and greenhouse gas effects • Harmful diseases such as cholera, dysentery and leptospirosis can occur through contaminated water • Improper waste disposal can also interfere with the food supply as plant growth is impaired reducing the amount of food produced. • Improper waste disposal also makes our surroundings very unattractive, unsightly and smelly. Garbage piled up encourage breeding of insects such as flies and rodents such as rats. <p>Cleanliness is the value that allows a person to ensure his or her surroundings are always kept clean. If most Jamaicans instil this value in their daily lives and habits there would be fewer cases of improper waste disposal usually caused by littering. Advocacy Skill is the ability to effectively communicate, convey or assert interests, desires, needs and rights for something you have strong beliefs in.</p> <p>Steps of Advocacy Skill</p> <ul style="list-style-type: none"> • Identify the problem/issue that needs changing • State what you want to achieve | |

- Identify who needs to be influenced to achieve this change
- Gather accurate information that will appeal to the intended audience
- Suggest various ways to address the problem or situation
- Develop key messages/tools to influence the audience (be concise and direct)

Resources: HFLE Curriculum Guide, YouTube videos

Engagement:

Students will listen and sing along to the Jamaica Environment Trust PSA's theme song, available on the following YouTube link titled "Nuh Dutty Up Jamaica PSA 5": <https://www.youtube.com/watch?v=mdZ0HDov1jM>

- The lesson topic, value and life skill will be introduced.
- Students will be asked to reflect on the problem statement: **Our natural environment is negatively affected by improper waste disposal mainly due to lack of cleanliness among our citizens.**

Exploration:

In small groups, students will be given pictures depicting improper waste disposal in different locations of Jamaica: schools, communities, markets, streets, countryside, backyards, etc.

They will discuss the effects of improper waste disposal on the land, water, air, climate and plant and animal health and create a graphic organizer to illustrate their responses. Each group will be assigned a different area and graphic organizer to present their findings to the class. Teacher will provide clarification and additional information related to the stated effects.

- Groups 1&2: land and water (Mind-map)
- Groups 2&3: air and climate (Concept map)
- Groups 4&5: plant and animal health (Venn diagram or Double bubble map)

Teacher will write the word, "Cleanliness" on the board. In groups, students will justify the importance of cleanliness to maintain and sustain a clean environment using one of the activities below:

- Groups 1 & 2: Write a short paragraph to justify the importance of cleanliness
- Groups 3 & 4: Use the word to create an acronym to justify the importance of cleanliness
- Groups 5 & 6: Create a song or dub poem to justify the importance of cleanliness

Students will answer the following reflective question: What can I do differently to keep my environment clean?

Explanation/Life Skill Development Activity:

Groups will present their concept maps of the effects of improper waste disposal to the class and a discussion will be facilitated by the teacher who will provide clarification where necessary. Students will also share their acronyms to explain the importance of protecting the environment by keeping it clean.

Students will then watch a short video that outlines the meaning of advocacy skill, available on the following YouTube link titled, "What is advocacy?" <https://www.youtube.com/watch?v=NnOk2tTz468>. Students will be shown the steps of advocacy skill and share their understanding of each step using the problem statement as the springboard. Teacher will guide the process.

Students will also answer the following reflective question in their print or e-journals:

- How can I use advocacy skill to address improper waste disposal in my community?

Teacher will select students at random to share their responses.

Elaboration:

In groups, students will be assigned one of the following target audiences - parents, peers, school administrators, teachers, MPs and community members - to advocate for a cleaner environment through proper waste disposal. Groups will suggest various ways to address the problem or situation and develop key messages/tools to influence their specific target audience. They will use one of the following forms of creative expression – poster/brochure, drama, song or creative writing such as a poem or dub-poem as their tool to present/promote their key messages.

Evaluation:

As a whole class project, students will select a location in their surrounding community such as the shopping mall, market, bus terminal, open lot, beach, riverside or any other area affected by improper waste disposal. They will plan an environmental awareness event/activity/campaign at the location inviting community members.

They will use the tools that they developed to present their messages to the community members. This will be followed by a clean-up activity involving students and community members at the location to put cleanliness into practice.

**** Students will be given adequate time to plan and conduct this activity out of regularly scheduled class time. Teacher should share the rubric for this activity with the students.***

Assessment Questions:

Were students able to:

1. Accurately describe at least three effects that improper waste disposal has on the environment?
2. Aptly justify the importance of cleanliness in protecting our surrounding environment?
3. Proficiently demonstrate advocacy skill to encourage citizens to pursue environmental habits that support cleanliness?

Teacher's Evaluation:

APPENDIX

The Mapping below shows the connections between the new Health and Family Life Education Curriculum and the “Mental Health and High School Curriculum Guide for Secondary Schools which can be found on teenmentalhealth.org. It provides additional content and activities for teachers. Through these lessons, students will become more aware of mental health disorders, various issues that affect mental health and will adopt attitudes and skills that will aid in the reduction of stigma and discrimination against persons with mental health issues.

| Mental Health Curriculum Module | HFLE Curriculum Link | Recommendations/Comments |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Module 1: The Stigma of Mental Illness | | |
| <p>Learning Outcomes/Objectives: Students will learn:</p> <ul style="list-style-type: none"> • Stigma surrounding Mental Illness, and the impact of stigma on help-seeking behaviour • Myths and the realities of Mental Illness • Ways to overcome stigma and promote realistic understanding of Mental illness. | | |
| <p>Activity #1 - Define Stigma (Handouts) Purpose :</p> <ul style="list-style-type: none"> • Explore the meaning of the term stigma and the relationship between attitudes (beliefs) and discriminatory treatment (behaviour and actions) toward people with mental illness. | <p>GRADE 7 Theme: Self and Interpersonal Relationships Module 3: Respect and Tolerance For Self and Others Unit 1: Embracing Diversity Topic: Out of Many One People</p> | |
| <p>Activity #2 - Myths and Realities of Mental Illness (Powerpoint Presentation) Purpose:</p> <ul style="list-style-type: none"> • To debunk the myths of stigma against mental illness. • To help understand different types of stigma against mental illness. | <p>GRADE 8 Theme: Self and Interpersonal Relationships Module 1: Understanding Self Units 1 & 2: Personal Growth & Development/Building Healthy Relationships. Topics: My bounce-a-back-ability/My relationship supports me positively</p> | |

| Mental Health Curriculum Module | HFLE Curriculum Link | Recommendations/Comments |
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| <p>Activity #3 - Video – Digital Story Telling - Digital Story Telling is the use of a video made by a person to tell others about something important in that person’s life. In this module, we have placed a number of these digital stories in which youth living with a mental illness have told their story.</p> <p>Purpose:</p> <ul style="list-style-type: none"> To provide students with an opportunity to learn that a person who has a mental illness is a person. The illness does not define who they are. | <p>GRADE 9 Theme: Self and Interpersonal Relationships Module 1: Understanding Self. Unit 1&2: Personal Growth and Development/Building Health Relationships. Topics: Developing Positive Self Concept/Communicating with My Family and Peers</p> | <p>Students can be encouraged to do their own digital storytelling on issues that affect them. How they deal with/manage stress, etc.</p> |
| <p>Activity #4 - Which People Lived with a Mental Illness (Students are encouraged to do a guided research to find out persons who lived meaningful lives even though they had challenges with mental illness.)</p> | <p>GRADE 9 Theme: Self and Interpersonal Relationships Module 1: Understanding Self Unit: Personal Growth & Development. Topic: Developing Positive Self Concept</p> | <p>This is a good activity to help to combat some stigma and negative generalizations about people living with mental illness. Students will see that people from all walks of life have been successful while living with a mental illness. This may encourage students who struggle with mental health.</p> |
| <p>Activity #5 - Community Attitudes Survey (Homework)</p> <p>Purpose:</p> <ul style="list-style-type: none"> To analyze the results of a survey completed by students and discuss in class. Draw conclusions about the community’s awareness of mental illness. | <p>GRADE 7-9 Theme: Self and Interpersonal Relationships Module(s) 3: Respect and Tolerance For Self and Others Unit(s) 1: Embracing Diversity. Topics: Out of Many One People, Respecting Differences, The Road to Tolerance For Caribbean People</p> | <p>The Community Attitudes Survey is quite informative and the curriculum writers modified and presented some best answers from the survey which would be good for students to interact with and learn from. However, this activity may need to be presented more creatively to grasp and keep the attention of the students.</p> |

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| <p>Activity # 6 (Optional) - Reducing Stigma - What Works? Purpose:</p> <ul style="list-style-type: none"> To provide students with practical ideas about what they can do to reduce the stigma of mental illness in their everyday lives. | <p>GRADE 7 Theme: Self and Interpersonal Relationships Module 2: Coping with Risk and Adversity Unit 2: Building Resilience. Topic: Stay Positive</p> | <p>This is labelled optional in the Mental Health Curriculum. However, it is a good activity to provide students with practical ideas about what they can do to reduce the stigma of mental illness in their everyday lives. Students may also give a speech on what strategies are effective and not effective. This activity can foster the teaching of Decision Making skill, Advocacy skill, Critical thinking skill and Creative thinking skill.</p> |
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| Mental Health Curriculum Module | HFLE Curriculum Link | Recommendations/Comments |
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| <p>Module 2: Understanding Mental Health and Mental Illness</p> | | |
| <p>Learning Outcomes/Objectives: Students will learn:</p> <ul style="list-style-type: none"> That the brain is responsible for cognition, perception, emotions, physical functions, signalling(reactions to the environment) and behaviours The difference between having a mental problem and mental illness That a mental illness affects a person’s thinking, feelings or behaviour (or all three) and causes that person difficulty in functioning | | |

Activity # 1: Teenage Brain

GRADE 7
Theme: Self and Interpersonal Relationships

Module 1: Understanding Self
Unit 1: Personal Growth and Development
Topic 1: Adolescence! Big Change! Big Challenge!
Objectives: Analyse factors that influence an adolescent’s development

GRADE 8
Theme: Self and Interpersonal Relationships
Module 1: Understanding Self
Unit 1: Personal Growth and Development
Objectives: Propose strategies to reduce risks and minimize harm to mental and emotional health

The use of the life skill, Critical Thinking and the value appreciation become practical and necessary with this integration of the two curricula. The grade 8 curriculum speaks to the concept of mental health specifically.

Activity # 2: The Common Basis

Theme: Self and Interpersonal Relationships

Module 1: Understanding Self

Unit 2: Building Healthy Relationships

Topic 2: Relating to Family, Friends and Others

Objectives:

1. Examine the factors necessary for healthy interpersonal relationships
2. Examine at least two strategies they can use to improve their interpersonal relationships.

Theme: Self and Interpersonal Relationships

Module 2: Coping with Risk and Adversity

Unit 1: Building Resilience

Topic 1: Feelings are Important

The HFLE Curriculum focuses on the factors necessary for healthy interpersonal relationships and the strategies for the improvement of interpersonal relationships. This is in line with the Mental Health Curriculum that speaks to the thought, feelings and interactions of persons with mental health illnesses.

The use of the case studies and creative expression in the HFLE Curriculum will further concretize the need for not just expression but interaction.

| Mental Health Curriculum Module | HFLE Curriculum Link | Recommendations/Comments |
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| <p>Activity #3: Language Matters</p> <p>Activity #4: Language in the Media</p> | <p>GRADE 7 Theme: Self and Interpersonal Relationships Module 2: Coping with Risk and Adversity Unit 1: Building Resilience Topic 1: Feelings are Important Objectives:</p> <ol style="list-style-type: none"> 1. Critically analyse various feelings expressed by self and peers 2. Compare feelings about different experiences. Show a willingness to express their feelings without causing harm to self and others. 3. Demonstrate practices to integrate coping skills into building resilience against adverse situations and acts of violence <p>Unit 3: Conflict Management Topic 1: Conflicts: Where Do I Stand? Objective:</p> <ol style="list-style-type: none"> 1. Determine the cause and effect of different kinds of hurtful behaviour | <p>The HFLE Curriculum speaks in-depth about the concepts of applying social and cognitive skills to enhance interpersonal relationships. The activity outlined will equip students with the requisite skills to not only cope with mental illnesses but also assist in seeking the right treatment inclusive of beneficial relationships.</p> <p>The Mental Health Curriculum also speaks to the use of language in the media which could be taken into consideration as the topic of interpersonal relationships is explored in the HFLE Curriculum.</p> <p>3. The HFLE Curriculum addresses the issue of stress which is termed as mental distress. As the Mental Health Curriculum speaks to this it can be easily integrated again as a resource tool.</p> |
| | <p>GRADE 9 Theme: Self and Interpersonal Relationships Module 2: Coping with Risk and Adversity Unit 1: Developing Emotionally Topic 1: Stress Management - Take a Deep Breath Objectives:</p> <ol style="list-style-type: none"> 1. Formulate a definition for stress | |

| Mental Health Curriculum Module | HFLE Curriculum Link | Recommendations/Comments |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Module 3: Information on Specific Mental Illness | | |
| Learning Outcomes/Objectives: Students will learn to: <ul style="list-style-type: none"> Recognize that mental illnesses are associated with changes in usual brain functions Gain a better understanding of the symptoms, causes, treatments and other supports for specific mental illnesses that commonly arise during adolescence | | |
| <p>Activity # 1: PowerPoint Presentation: What happens when the brain gets sick?</p> <p>Purpose:</p> <ul style="list-style-type: none"> The PowerPoint “What Happens When the Brain Gets Sick?” provides an overview of how the six different brain functions change between a healthy brain and when a mental illness occurs. Students should understand that a mental disorder is due to changes in usual brain function. | <p>GRADE 7 Theme: Self and Interpersonal Relationships Module 2: Coping with Risk and Adversity Unit 2: Reducing Risky Behaviours Topic 1: Stay Positive: Be Drug-Free Topic 2: I am Alcohol-Free</p> <p>GRADE 8 Theme: Self and Interpersonal Relationships Module 2: Coping with Risk and Adversity Topic 2: Drug-Free, That’s Me! Topic 3: Take the Lead: Don’t Do Weed</p> <p>GRADE 9 Theme: Self and Interpersonal Relationships Module 2: Coping with Risk and Adversity Unit 3: Reducing Risky Behaviours Topic 1: Alcohol: The Worst Drug of All</p> | <p>PowerPoint presentations from the MentalHealth Curriculum can be used as an additional resource to increase students' awareness of the adverse impacts of substance misuse on the brain that will support the mentioned HFLE topics.</p> |
| <p>Activity # 1: PowerPoint Presentation: What happens when the brain gets sick?</p> <p>Purpose:</p> <ul style="list-style-type: none"> The PowerPoint “What Happens When the Brain Gets Sick?” provides an overview of how the six different brain functions change between a healthy brain and when a mental illness occurs. Students should understand that a mental disorder is due to changes in usual brain function. | <p>GRADE 9 Theme: Self and Interpersonal Relationships Module 2: Coping with Risk and Adversity Unit 1: Developing Emotionally Topic 1: Stress Management -- Take a Deep Breath</p> | <p>PowerPoint presentation provides background information on stress and how it can affect our mental health.</p> |

| Mental Health Curriculum Module | HFLE Curriculum Link | Recommendations/Comments |
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| <p>Activity # 2: PowerPoint Presentation: Common Mental Illnesses</p> <p>Purpose:</p> <ul style="list-style-type: none"> The PowerPoint “Common Mental Illnesses” provides an overview of the common mental illnesses. | <p>GRADE 8 Theme: Self and Interpersonal Relationships Module 1: Understanding Self Unit 1: Personal Growth and Development Topic 1: Boosting My Emotional Health</p> <p>Topic 2: My Bounce-back-ability</p> <p>GRADE 9 Theme: Self and Interpersonal Relationships Module 2: Coping with Risk and Adversity Unit 1: Developing Emotionally Stress Management -- Take a Deep Breath Topic 2: Teen Suicide Prevention</p> <p>Topic 1:</p> | <p>This knowledge will be useful in the HFLE topics identified as teachers will be able to increase students' awareness through discussions and other teaching/learning activities.</p> |

| Mental Health Curriculum Module | HFLE Curriculum Link | Recommendations/Comments |
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| <p>Activity # 3: Understanding Common Mental Health Disorders Found in Teenagers</p> <p>Purpose: To provide a solid understanding of the five most common mental disorders that are found in teenagers: ADHD, Depression, Panic Disorder, Social Anxiety Disorder and Obsessive Compulsive Disorder</p> <p>Seven (7) YouTube Links on Common Adolescents' Mental Health Disorders provided below to increase understanding:</p> <ol style="list-style-type: none"> 1. Jack and Jill Have ADHD https://youtube/rLghxG3mGMM 2. Teen ADHD https://youtu.be/rIKMo8VuC_c 3. Tom has Separation Anxiety Disorder https://youtu.be/jEkFp0Ux4OQ 4. Ellie's Depression https://youtu.be/i8EPzkkAiVw 5. Dylan's Panic Disorder https://youtu.be/R3S_XYaEPUs 6. Understanding Obsessive Compulsive Disorder (OCD) https://youtu.be/ua9zr16jC1M 7. Social Anxiety Disorder https://youtu.be/kitHQUWrA7s | <p>GRADE 7 Theme: Self and Interpersonal Relationships Module 1: Understanding Self Unit 1: Personal Growth and Development Topic 1: Adolescence! Big Change! Big Challenge! Topic 2: The I in Me</p> <p>GRADE 7 Theme: Self and Interpersonal Relationships Module 1: Understanding Self Unit 2: Building Healthy Relationships Topic 1: Defining Self: Maintaining Relationships Topic 2: Relating to Family, Friends and Others</p> <p>GRADE 7 Theme: Self and Interpersonal Relationships Module 2: Coping with Risk and Adversity Unit 1: Building Resilience Topic 1: Feelings are Important</p> <p>GRADE 8 Theme: Self and Interpersonal Relationships Module 1: Understanding Self Unit 1: Personal Growth and Development Topic 1: Boosting My Emotional Health Topic 2: My Bounce-back-ability</p> | <p>Each topic identified in the HFLE curricula, shown in the previous column, provides strategies and activities to foster good emotional and mental health.</p> <p>These strategies and activities can assist teachers, guidance counsellors, parents and any other person who wants to provide support to teenagers displaying common mental health disorders.</p> <p>The video links given by the Mental Health Curriculum can also be used to extend teaching any one of the HFLE topics such as Ellie's Depression video can be shown in Exploration for the Grade 9 lesson on Teen Suicide Prevention.</p> <p>The stories presented in each video can also be used as case scenarios in Elaboration for students to apply life skill and value to resolve an issue.</p> |
| | <p>GRADE 9 Theme: Self and Interpersonal Relationships Module 2: Coping with Risk and Adversity Unit 1: Developing Emotionally Topic 1: Stress Management --Take a Deep Breath Topic 2: Teen Suicide Prevention</p> | |

| Mental Health Curriculum Module | HFLE Curriculum Link | Recommendations/Comments |
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| <p>Activity # 4 & 5: Discussion Groups/Sharing the Pieces</p> <p>Purpose:</p> <ul style="list-style-type: none"> To provide information about various common mental disorders. To have students learn about these disorders and share their learning with others. Eight (8) Handouts prepared to be given to 8 groups outlining facts about the following Mental Health Disorders: <ul style="list-style-type: none"> Group 1 - Anxiety Disorders Group 2 - Attention Deficit Hyperactivity Disorder- (ADHD) Group 3 - Bipolar Mood Disorder Group 4 - Depression Group 5 - Eating Disorders Group 6 - Schizophrenia Group 7- Obsessive Compulsive Disorder (OCD) Group 8 - Post-Traumatic Stress Disorder (PTSD) | | <p>Mental Health Awareness Week is recognized in the first week of October. During this time HFLE teachers and Guidance Counsellors take the opportunity to increase awareness by teaching lessons on mental health issues, particularly suicide prevention.</p> <p>The Mental Health Curriculum's fact sheets provided on 8 different mental health issues affecting teenagers will broaden and enlarge the scope and sequence offered by our teachers during the aforesaid week.</p> <p>The Mental Health Curriculum asked students to be placed in 8 groups, to be given the fact sheet, answer the discussion questions and report findings to each other. It would be ideal to go beyond Activity #5 of just Sharing the Pieces. In groups, students will use the same information provided to be shared at a Mental Health Exposition. Each mental health disorder will have a display where students will be encouraged to use the 4Cs to increase awareness through visual arts and creative expressions.</p> <p>The Fact Sheet on Anxiety Disorders can be disseminated to key stakeholders who will be able to offer support.</p> |

| Mental Health Curriculum Module | HFLE Curriculum Link | Recommendations/Comments |
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| Module 4: Experiences of Mental Illness and the Importance of Family Communication | | |
| Learning Outcomes/Objective: Students will learn to: <ul style="list-style-type: none"> Understand on a personal level the way mental illnesses can impact a person's life. Appreciate the importance of getting help and proper treatment for a mental illness. Stress the importance of positive communication between parents and teens | | |
| <p>Activity # 4 & 5: Discussion Groups/ Sharing the Pieces</p> <p>Purpose:</p> <ul style="list-style-type: none"> To provide information about various common mental disorders. To have students learn about these disorders and share their learning with others. <p>Eight (8) Handouts prepared to be given to 8 groups outlining facts about the following Mental Health Disorders:</p> <ul style="list-style-type: none"> Group 1 - Anxiety Disorders Group 2 - Attention Deficit Hyperactivity Disorder- (ADHD) Group 3 - Bipolar Mood Disorder Group 4 - Depression Group 5 - Eating Disorders Group 6 - Schizophrenia Group 7 - Obsessive Compulsive Disorder (OCD) Group 8 - Post-Traumatic Stress Disorder (PTSD) | <p>GRADE 7 Theme: Safety and Security Module 1: Exploring Concepts of Protection, Safety and Security Unit 2: Protection from Harm. Topic: Overcoming Truancy.</p> <p>GRADE 7 Theme: Safety and Security Module 2: Factors Influencing Behaviours Related to Safety and Security: Unit 2: Reducing Risky Behaviours. Topic: (Reporting Abuse).</p> <p>GRADE 8 Theme: Self and Interpersonal Relationships Module 1: Understanding Self Unit 1: Personal Growth and Development. Topic: Boosting my Emotional Health. Module 1: Understanding Self Unit 2: Building Healthy Relationships. Topic 1: My Relationships Support Me Positively.</p> <p>GRADE 8 Theme: Safety and Security Module 2: Factors Influencing Behaviours Related to Safety and Security Unit 1: Risk Factors to Protection, Safety and Security. Topic 1: My Choices Make Me Safe and Secure.</p> <p>Please Note: <i>The first objective of the lesson asks students to examine the causes and effects of violence (This allows the video discussion in the Mental Health Curriculum)</i></p> | <p>Although the video is discussing mental illness the discussion nestles well with the content of truancy where the content speaks to mental illnesses that may cause students to stay away from school while putting themselves at risk for harm.</p> <p>The Discussion Question in the Mental Health Curriculum – “Did the illness cause the person difficulty in their life? In what ways?” can be expanded to include the HFLE Activity in Module 1- Causes of Truancy</p> <p>The video also discusses emotional abuse which could be explored in HFLE's grade 7 Module 2.</p> <p>Module 1 in Grade 8 also lends itself to what is shared in the video by the characters where anxiety, depression and needing to belong are spoken of as symptoms of diagnosed disorders.</p> <p>Unit 2 in Grade 8 Module 1 connects well with the learning outcomes of Module 4 in the Mental Health Curriculum - The 2nd video speaks of supportive friends and family members which is explored in HFLE's Grade 8 Topic 1 in Module 2</p> <p>A cautionary note is in the Mental Health Curriculum regarding suicide. Although the students may ask questions about suicide based on the information shared in the video, facilitators are asked not to make this lesson on suicide. However, I am suggesting if suicide emerges this can be treated with the lesson in the grade 9 HFLE Curriculum. Ensure that in these lessons methods of suicide are not discussed.</p> |

| Mental Health Curriculum Module | HFLE Curriculum Link | Recommendations/Comments |
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| <p>Activity # 2: How Do I Teen My Parent</p> | <p>GRADE 9 Theme: Self and Interpersonal Relationships Module 1: Understanding Self Topic: Developing Positive Self Concept</p> | <p>There is a direct link between this section in the HFLE curriculum and the section on 'identity' in the resource document "How Do I Parent My Teen."</p> |
| | <p>GRADE 9 Theme: Self and Interpersonal Relationships Module 2: Coping with Risk and Adversity Topic: Stress Management-Take a Deep Breath</p> | <p>These two sections can be linked with -Dangerous Behaviour and Mental Illness in Adolescence</p> |
| | <p>GRADE 9 Theme: Self and Interpersonal Relationships Module 2: Coping with Risk and Adversity Topic 2: Teen Suicide Prevention</p> | <p>This module can be linked with the section on Mental Illness in Teenagers along with Teenage Stress</p> |
| | <p>GRADE 9 Theme: Self and Interpersonal Relationships Module 2: Coping with Risk and Adversity Topic: Alcohol: The Worst Drug of All</p> | <p>This module can be linked with the section on Healthy Growth and Development and Dangerous Behaviour</p> |
| | <p>GRADE 9 Theme: Safety and Security Module 2: Factors Influencing Behaviours Related to Safety and Security</p> | <p>This module can be linked with the section on Communication and Technology</p> |

| Mental Health Curriculum Module | HFLE Curriculum Link | Recommendations/Comments |
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| Module 5: Seeking Help and Finding Support | | |
| <p>Learning Outcomes/Objectives: In this lesson, students will learn to:</p> <ul style="list-style-type: none"> • Understand that people may need support to deal with some very stressful life events and situations • Distinguish between “normal” responses to stress and those that may indicate a need for additional support from health professionals • Get students to consider who they could talk to if they were worried about their own mental health, or that of a friend or relative • Identify support personnel in the school relevant to mental health • Become familiar with the range of community-based healthcare services and groups available to support people who are experiencing mental illness and their families and friends | | |
| <p>Activity 1: Treatment & Recovery</p> | <p>GRADE 8 Theme: Self and Interpersonal Relationships Module 1: Understanding Self Unit 1: Personal Growth and Development Topic 1: Boosting My Emotional Health</p> <p>GRADE 9 Theme: Self and Interpersonal Relationships Module 2: Coping with Risk and Adversity Unit 2: Developing Emotionally Topics 1: Stress Management- Take a Deep Breath Topic 2: Teen Suicide Prevention</p> | <p>The learning objectives, 1, 2 and 4 (The Mental Health Curriculum), can be used to support the context of how activity 2 (HFLE guide) is processed with students. It will give students a deeper connection with the context through the PowerPoint presentation "What you need to Know Part 1.</p> <p>This topic would also be of great benefit if further developed and placed after in Unit 2 Topic 1 "Feelings are Important." The topic could also be incorporated in "Stress Management-Take a Breath and "Teen Suicide Prevention" as "Treatment and Recovery" are very critical to these areas.</p> |

Activity 2: Getting Help

GRADE 8
Theme: Self and Interpersonal Relationships
Module 1: Understanding Self
Unit 1: Personal Growth and Development
Topic 1: Boosting My Emotional Health
Topic 2: 'My Bounce-back-ability'

GRADE 9
Theme: Self and Interpersonal Relationships
Module 2: Coping with Risk and Adversity
Unit 2: Developing Emotionally
Topics 1: Stress Management- Take a Deep Breath
Topic 2: Teen Suicide Prevention

The activities in this section can be utilized in the first two topics in the theme Self and Interpersonal Relationships - 'Boosting My Emotional Health' and 'My Bounce-back-ability'.

These two topics focus on positive mental health. These activities are linked to Grade 9 Self and Interpersonal Relationships Unit 2 Topics 1 and 2 "Stress Management- Take a Deep Breath" and "Teen Suicide Prevention"

| Mental Health Curriculum Module | HFLE Curriculum Link | Recommendations/Comments |
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| <p>Activity 3: My Health Questions</p> | <p>GRADE 8 Theme: Self & Interpersonal Relationships Module 1: Understanding Self Unit 1: Personal Growth and Development Topic 1: Boosting My Emotional Health</p> | <p>This activity is directly linked to the last activity on the topic of 'Boosting My Emotional Health'. Students can adapt the health questions (which are targeted to parents) and include these questions in a role-play between students and their healthcare providers.</p> |
| <p>Activity 4: Support Strategies (Homework)</p> | <p>GRADE 8: Theme: Self & Interpersonal Relationships Module 1: Understanding Self Unit 1: Personal Growth & Development Topic 1: Boosting My Emotional Health</p> <p>GRADE 9 Theme: Self and Interpersonal Relationships Unit 2: Building Healthy Relationships Topics 1: Stress Management- Take a Deep Breath Topic 2: Teen Suicide Prevention</p> | <p>This activity can also be incorporated into the role-play activity in Topic 1. Students will read the resource and incorporate the strategies they have learned to support their peers in the role play.</p> <p>Using this activity with Grade 9 Self and Interpersonal Relationships Unit 2 Topics 1 and 2 "Stress Management- Take a Deep Breath" and "Teen Suicide Prevention" will add a needed perspective to the units.</p> |

| Mental Health Curriculum Module | HFLE Curriculum Link | Recommendations/Comments |
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| Module 6: The Importance of Positive Mental Health | | |
| <p>Learning Outcomes/Objectives: In this lesson, students will learn:</p> <ul style="list-style-type: none"> • Everyone has mental health even if a person has a mental illness • What the stress response is and how to use it can help a person better adapt to life and develop resilience • Strategies that we use to develop good mental health are very similar to those we use to develop good physical health | | |
| <p>Activity 1: Understanding the Stress Response</p> | <p>GRADE 7 Theme: Self and Interpersonal Relationships Module1: Understanding Self Module 2: Coping with Risk and Adversity: Unit 1: Developing Emotionally Unit 2: Conflict Management Unit 3: Reducing Risky Behaviour</p> | <p>Units though not directly mapped has some key components through which commonalities are seen. In the Mental Health Curriculum, where the matter of stress is defined and responses to stressors are examined, the HFLE curriculum treats key stressors and looks at the life skills and values to be developed in students to aid in stress reduction.</p> |
| | <p>GRADE 7 Theme: Safety and Security Module 1: Exploring Concepts of Protection, Safety and Security Unit 1: Understanding My Rights as a Child within the Family and Society Module 2: Factors Influencing Behaviours Related to Safety and Security Unit 1: Risk Factors to Protection, Safety and Security Unit 2: Reducing Risky Behaviours</p> <p>GRADE 7 Theme: Sexuality and Sexual Health Module 1: Differentiating Between Sex and Sexuality Unit 1: My Body Unit 2: My Sexuality Unit 3: Exploring Gender Issues</p> <p>Module 2: Sociocultural Influences on Sexual Behaviour Unit 1: Factors that Influence Expression of Human Sexuality</p> <p>GRADE 8 Theme: Self and Interpersonal Relationships Module 2: Coping with Risk and Adversity Unit 1: Reducing Risky Behaviours; Conflict Management</p> | <p>The activities are effectively aligned and can treat concepts, content and skills in both curricula.</p> |

| Mental Health Curriculum Module | HFLE Curriculum Link | Recommendations/Comments |
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| <p>Activity 2: Challenging our Thinking</p> | <p>GRADE 7 Theme: Sexuality and Sexual Health Module 1: Differentiating between Sex and Sexuality Unit 3: Exploring Gender Issues</p> <p>GRADE 8 Theme: Self and Interpersonal Relationships Module 1: Understanding Self Unit 1: Personal Growth & Development Unit 2: Building Healthy Relationships</p> <p>Module 2: Unit 1: Reducing Risky Behaviour Unit 2: Conflict Management</p> <p>Module 2: Coping with Risk and Adversity Unit 1: Reducing Risky Behaviours; Conflict Management</p> | <p>Activity 2 seeks to define mental health as well as social, emotional and psychological well-being. Taking Charge of My Health Activity can be used to further augment HFLE Curricula.</p> |
| <p>Activity 3: Reviewing Useful Strategies for Modulating the Intensity of the Stress Response</p> | <p>GRADE 9 Theme: Self and Interpersonal Relationships Module 1: Understanding Self Unit 2: Building Healthy Relationships Topic: Effective Communication with My Family and Peers</p> <p>GRADE 8 Theme: Self and Interpersonal Relationships Module 1: Understanding Self Unit 1: Personal Growth and Development Topic 2: My Bounce-back-ability</p> | |
| <p>Activity 4: Taking Charge of My Health (homework)</p> | <p>GRADE 9 Theme: Safety and Security Module 1: Exploring Concepts of Protection, Safety and Security Unit 1: Understanding Rights and Responsibilities Topic: Self-Protection: My Right, My Responsibility</p> <p>GRADE 8 Theme: Self and Interpersonal Relationships Module 1: Understanding Self Unit 1: Personal Growth and Development Module 2: Coping with Risk and Adversity Unit 1: Reducing Risky Behaviours</p> | |

| Mental Health Curriculum Module | HFLE Curriculum Link | Recommendations/Comments |
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| | <p>GRADE 9 THEME: Safety and Security Module 1: Exploring Concepts of Protection, Safety and Security Unit 1: Understanding Rights and Responsibilities Topic: Self-Protection: My Right, My Responsibility</p> <p>GRADE 8 Theme: Self and Interpersonal Relationships Module 1: Understanding Self Unit 1: Personal Growth and Development Topic 2: My Bounce-back-ability</p> | |

Rationale for Layers of Intellectual Qualities/Virtues

The curriculum was designed for students at the lower secondary level. The age cohorts being catered to are 11 to 12 years for Grade 7; 13 to 14 years for Grade 8 and 15 – 16 years for Grade 9. Since younger children are more sensitive and open to change, catering to their spiritual needs can have a profound influence on their development of moral and ethical virtues. An active conscience is enhanced by including sacred/spiritual principles among the forms of knowledge for screening or examining experiences, thoughts, feelings and overt actions. Emphasis is placed on spiritual insight and safeguards that can encourage greater attention to the intellectual qualities that are associated with critical thinking and emotional intelligence. These insights and safeguards are categorized into the following dimensions:

- **Vision of self and others**
- **Sense of the sacred**
- **Purpose of life and life-forms**
- **Stewards of the environment**

Suggested core values/virtues that are related to these dimensions are presented at the start of each module for each theme to serve as a major guide at the instructional level.

To continue the focus on spirituality but in terms of helping students determine principles for practice that are to be norms for them, moral lenses are introduced. The focus is on the quality of options, behaviours and decisions based on what is accepted as “right” or “wrong” given contextual factors. These lenses are:

- **Respect for self**
- **Respect for others**
- **Positive outlook**
- **Stewardship/service**

It is anticipated that spiritual principles would be used to determine the appropriateness of behaviours (self and others) to make conclusions about “right” and “wrong” as universal standards and in the Caribbean context in particular.

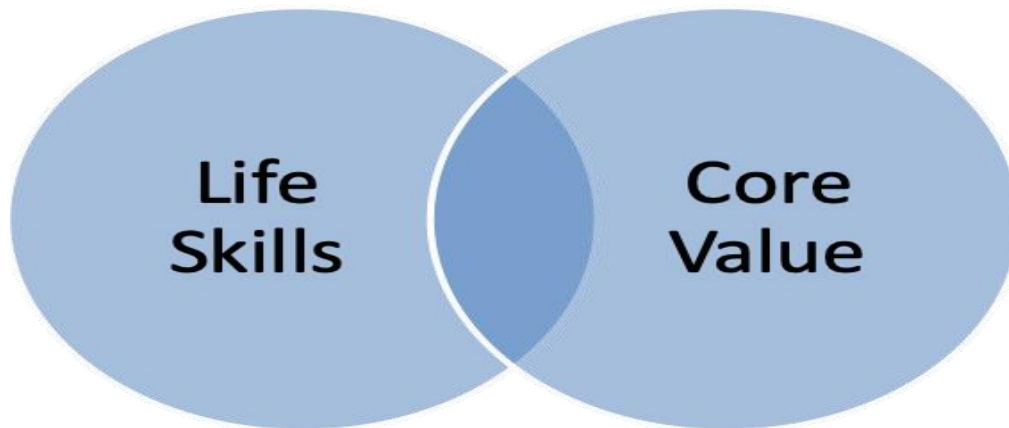
As students begin to prepare to choose their career path as a major requirement for specialization at the upper secondary level, they should be more aware of expected codes of context beyond the boundaries of school. To influence continuity in focusing on values and attitudes, ethical lenses are presented as another set of lenses through which to explore each theme.

These ethical lenses are:

- **Rights and responsibility**
- **Appropriate use of power**
- **Self-Enhancing Relationships**
- **Stewardship/service**

One common core value that is spread across the three forms of intelligence is stewardship in relation to the theme of the environment. This is based on the understanding that the environment is more than a physical place or space in that it has spiritual and psycho-social dimensions for which everyone is responsible at some stage of the life cycle. Preserving, improving and caring for the environment has to be considered from a spiritual, moral and ethical standpoint given the interplay between nature and the need to nurture different life forms. Additionally, the dynamics of the various dimensions of the environment continue to account for the issues that have given rise to the HFLE curriculum.

THE RELATIONSHIP BETWEEN LIFE SKILLS AND CORE VALUES



Valued Behaviour

Core Values: [Life skills](#) have been defined by the [World Health Organization](#) (WHO) as “abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life”.

Life skills are psycho-social in nature and require intellectual abilities that are valued. These include:

- Reflective thinking (critical thinking and problem solving)
- Personal skills such as self-awareness
- Interpersonal skills.

Core values: Fundamental beliefs of a person or group that serve as guiding principles or that dictate behaviour and action.

Core values can help people to know behaviours that are appropriate and those that are inappropriate so that individuals can determine right from wrong.

Please see the websites below for a list of defined values:

<http://www.worldlanguageprocess.org/comic%20books/virtues%20list.htm>

<http://www.virtuescience.com/virtuelist.html>

Table 1. Suggested Core Values and Supporting Curriculum Elements

| Themes & Subthemes | Core Values/Intellectual Qualities | Affective Objectives | Reflective Questions |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Understanding Self</p> <ul style="list-style-type: none"> • Coping with risks and adversity • Diversity among Caribbean people | <ul style="list-style-type: none"> • Respect for self and others <ul style="list-style-type: none"> • Persevering to • Cooperating to complete assigned tasks/duties • Community spirit • Participation in wholesome community activities • Caring for self and caring about others • Fairness in dealing with others • Democracy in making decisions • Dependable/ • Reliable in keeping promises • Honesty in getting & giving information • Loyalty to a “right” cause • Open-minded when exposed to a new idea • Creativity in solving problems • Innovative use of limited resources • Optimistic when required to change • Nurturing talents and gifts | <p>Identify core values that are normally observed and/or ignored</p> | <ol style="list-style-type: none"> 1. What does my behaviour (thought or feeling or action) say about me? 2. Why should I change or keep behaving as I normally do? 3. How do I know that I am improving or behaving better? 4. What do others have to say about me and why? 5. What will I do to continue to improve and/or excel? 6. How does my conduct show that I am ethical? 7. How spiritually mature am I? <p>Methodology</p> <ul style="list-style-type: none"> • Affirming others – sharing commendable qualities that are seen in others • Portfolio of artefacts as evidence of efforts to change or support the efforts of others to change |

| Themes & Subthemes | Core Values/Intellectual Qualities | Affective Objectives | Reflective Questions |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Self & Interpersonal Relationships</p> <ul style="list-style-type: none"> • Difference between sex & sexuality • Socio-cultural influence on sexual behaviours • Managing reproductive health • Reducing vulnerability to priority problems • Access sources of health information & services • Making healthy choices • Good health & quality living | <ul style="list-style-type: none"> • Commitment to a course of “right” action or principles • Respect for the harmonious relationship between body and spirit • Honour the place of sacred/ spiritual principles • Integrity in building & maintain healthy relationships • Reliability in observing rights & responsibilities • Considering the effect of cultural practices • Courage to question myths and to face the consequences of personal actions • Responsibility in the use of talents/skills • Creativity in using the information to preserve health • Compassion for those with sensitive reproductive challenges | <p>Say why each core value is normally observed or ignored</p> | <ol style="list-style-type: none"> 8. What does my behaviour (thought or feeling or action) say about me? 9. Why should I change or keep behaving as I normally do? 10. How do I know that I am improving or behaving better? 11. What do others have to say about me and why? 12. What will I do to continue to improve and/or excel at? <p>Methodology</p> <ul style="list-style-type: none"> • Serving as a critical-caring friend or shadow-observer • Compassionate revelation (kind consideration in sharing observations. • Safe self-disclosure • Portfolios of artefacts and reflections from reorganizing routine/ work schedule to include fitness & wellness activities |

| Themes & Subthemes | Core Values/Intellectual Qualities | Affective Objectives | Reflective Questions |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <p>Appropriate Eating & Fitness</p> <ul style="list-style-type: none"> • Factors influencing eating & fitness • Sourcing information | <ul style="list-style-type: none"> • Self-restraint in rationing and in situations of abundance/ scarcity • Respect the physical and physiological needs of the body • Care in the execution of tasks and the manipulation of resources • Safety in handling materials • Attentiveness to detail • Perseverance in physical and mental work • Commitment to a fitness goal • Nurturing body, soul and spirit • Sensitivity to the mental and emotional effects of physical exertion and fatigue | <p>Illustrate changes in their profile as learners that are due to core values that have served as guides.</p> | <p>13. How am I coping with the need to change? 14. Where is the evidence that I now live by a set of core values?</p> |

| Themes & Subthemes | Core Values/Intellectual Qualities | Affective Objectives | Reflective Questions |
|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|--------------------------------------------------|
| <p>Managing the Environment</p> <ul style="list-style-type: none"> • Maintaining my environment • Environmental threats | <ul style="list-style-type: none"> • Efficient in using resources • Stewardship in protecting and preserving the environment • Care in the treatment of the surrounding • Safety in handling living and non-living materials • Commitment to keeping the environment clean, green & beautiful • Humility in relating to other life forms • Appreciation for the contribution of life forms • Responsibility in using space • Respect for geographical boundaries • Caution in exploring unfamiliar contexts/places • Cooperation in the fight against environmental health threats • Collaboration in harnessing resources to develop, and continuously implement environmental policies • Harmony in creating and maintaining a healthy psycho-social environment • Honesty in accepting responsibility for the condition of the physical, social and spiritual dimensions of the environment | <p>Demonstrate a willingness to self-correct</p> | <p>How has my life been impacting the world?</p> |

GLOSSARY

DEFINITION OF TERMS FOR SEXUALITY AND SEXUAL HEALTH COMPONENT OF THE HEALTH AND FAMILY LIFE EDUCATION CURRICULUM

Design: The biological makeup of a human being.

Deviance¹: The state of diverging from usual or accepted standards, especially in social or sexual behaviour (Oxford Dictionary online)

Discrimination²: The unjust or prejudicial treatment of persons, especially on the grounds of race, age, class or sex. Discrimination can also simply refer to the recognition of the difference between one thing and another (adapted from Oxford & O'Donnell).

Family: A social arrangement in which persons who may be related by blood, marriage, adoption or some other factor form a group to maintain each other socially, economically and emotionally. (Adapted from various sources; Ramsawan et al & Sandy et al)

Gender³: Refers to the differences in behavioural, cultural, or psychological traits associated with one's biological sex (adapted various sources; Merriam Webster Dict., O'Donnell, Macionis, Collins Student Dict.).

Gender Role: A person's outward expression of who they are as males or females, which is often based on the prevalent cultural and social norms and attributes about what is acceptable feminine or masculine roles and behaviours. (Jamaican Guidelines for Comprehensive Sexuality Education, 109)

Gender Identity: An image of oneself as relatively masculine or feminine in characteristics (Berk, 263)

Heterosexual⁴: Refers to being sexually attracted to persons of the opposite sex. (Oxford Dictionary online)

Homosexual⁵: Refers to being sexually attracted to people of one's own sex. (Oxford Dictionary online)

Human Right⁶: A moral or social good that is believed to belong justifiably to every person by virtue of their humanity (modified from various sources; Oxford Dictionary of Politics, Oxford Dictionary)

Manhood: The qualities a culture considers to be characteristic of a man.

Marriage⁷: Refers to the legal union of a man and a woman, by which they become husband and wife (modified from Oxford Dictionary)

Phobia⁸: An extreme or irrational fear or aversion to a person, place, thing or situation. **Respect**:

To acknowledge and regard a person, place, or thing as inherently valuable. **Sensuality**:

Enjoyment, expression or pursuit of physical, especially sexual, pleasure.

Sex: Refers to being either male or female characterized by the presence of either male genitals or female genitals.

Sexual Intercourse: Penetration of the vagina by the penis for the purpose of pleasure and/or reproduction; also referred to as sex.

Sexuality: Sexuality is the total expression of who we are as human beings – values, mental attitudes, physical appearance, beliefs, emotions, likes, dislikes, our spiritual selves and how we are socialized. It involves our entire self-concept. It begins at birth and lasts a lifetime. It also encompasses sensuality, sexual identity as pertains to male and female, intimacy, sexualisation, sexual health and reproduction. (HFLE Resource Handbook)

Social Role: A culturally determined function, duty or responsibility that society assigns to a person

Stigma: Shame or disgrace associated with a particular behaviour, circumstance, quality, or person (modified from Collins Student Dictionary)

Tolerance: The respect accorded to a person whose beliefs or practices are conflicting or differing from one's own. It is important to note that tolerance is **not acceptable** for beliefs or practices differing from one's own.

Womanhood: The qualities a culture considers to be characteristic of a woman.

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Endnotes

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