

HEALTH AND FAMILY LIFE EDUCATION CURRICULUM

GRADE 1 & 2
NEW EDITION

Health and Family Life Education Curriculum

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Ministry of Education

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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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VISION FOR THE HEALTH AND FAMILY LIFE EDUCATION SCOPE AND SEQUENCE

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.

MISSION STATEMENT

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.

MESSAGE



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 well-being.
- Fosters the development of knowledge, skills and attitudes that make for healthy family life.

- Provides opportunities to demonstrate sound health-related knowledge, attitudes and practices.
- Increases the ability to practice responsible decision-making about social and sexual behaviour
- Aims to increase the awareness of children and youth of the fact that the choices they make in everyday life profoundly influence their health and personal development into adulthood.

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

MESSAGE



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

MESSAGE



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

MESSAGE



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),
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INTRODUCTION

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 the 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.

Responsibilities 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 issues and concerns related to disclosure. Response to such issues should be guided by national and school policies, codes of professional organizations/unions and existing laws.

Responsibilities to Self

- Monitor one's 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

Another way of categorizing life skills, according to the WHO, is as follows:

- Decision making, problem solving
- Creative thinking, critical thinking
- Effective communication
- Interpersonal skills

- Self-awareness
- Empathy
- Coping with emotions and stress

Why Teach Life Skills in School?

We know from research that behaviours and skills are 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 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 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. Additionally, students’ responses to situations will be influenced by their attitudes whether negative or positive. Placing emphasis on values and attitudes is important if students are to develop the intellectual qualities and dispositions for them to relate to their environment and contribute to a sustainable future. By providing opportunities for students to use moral, ethical and spiritual principles to examine their attitudes and the values that guide them, they will be better able to operate as intelligent beings.

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 a 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, information presented must be age and culturally appropriate, factual and free from personal bias, prejudice and distortion. Values and attitudes promoted in relation to this area must reflect those consistent with the Ministry of Education and the wider society. Care must be taken when facilitating activities to not expose students to inappropriate content or activities that will 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.

ORGANISATION OF THE CURRICULUM

This revised Curriculum is organised to reflect guidance provided by the HFLE Regional Curriculum Framework for ages 5-12 years (UNICEF/ CARICOM/ EDC). Consequently, the programme is developed around five themes:

- | | | |
|---|--------------------------------|-----------------------------------|
| 1. Self and Interpersonal Relationships | 2. Safety and Security | 4. Appropriate Eating and Fitness |
| | 3. Sexuality and Sexual Health | 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 for everyone as these factors help to shape who we are and, in the end, contribute to our acceptance of ourselves. Healthy relationships with family members, schoolmates and others are determined by a healthy self-concept. Students need to develop a healthy sense of self to develop and maintain healthy relationships with family members and friends at school. They need these 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 the pooling of our individual and collective resources.

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 and cannot be separated from other aspects of the self. 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, religious beliefs, social and cultural norms and personal experiences. The negative expression of sexuality may manifest in poor reproductive health outcomes such as an unplanned 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 individual as well as long-term national development. The 2008 Reproductive Health Survey indicates that 18% of the 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). They 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 environment from the perspective of the Grade 4-6 student should be defined in terms of the personal and collective responsibility to ensure a healthy environment and consequently, healthy humans. The emphasis is on raising awareness and on personal and collective actions to improve health through ensuring 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

- | | | |
|---|---|--|
| <ul style="list-style-type: none">• This curriculum is very ACTIVITY-focused. The activities are used to make learning fun but are also intended to help students learn the skills, attitudes and information in ways that enhance learning.• The curriculum is organised into modules, units and fewer topics, which are aligned to the regional standards in the CARICOM | <p>Regional Framework for HFLE. Please note that often you will need more than one class session to complete a lesson.</p> <ul style="list-style-type: none">• You may not be able to cover all the lessons for the respective grade in the school year. Select those that will be more beneficial to the group. Bear in mind the | <p>vision and mission of the HFLE programme as you select lessons.</p> <ul style="list-style-type: none">• 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 4-6 acquire knowledge about sexuality but more so to develop positive attitudes and helpful skills that enable healthy sexual growth and development. The focus will be to develop coping skills— especially self-awareness and self-management, social skills (communication, interpersonal, assertiveness and refusal) and to a lesser extent cognitive skills. As you prepare to teach the units under that theme, remember that 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 sexuality.

- It is essential that teachers are comfortable with discussions of sexuality and be willing to discuss sexual issues honestly and openly
- Where intervention is needed
- seek professional help for students
- 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

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. If there is a rodent problem, focus the lesson on rats and rodent management. You can include, for example, protecting food in situations where rodent infestation is a problem. Similarly, if dumping of household garbage/refuse in gullies and rivers is the problem, highlight that.
- Open burning of garbage is a problem for air pollution and affects the health of individuals with breathing/respiratory problems, so spend time on that issue. If the community/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 as a means of influencing transformation in beliefs and practices that hinder students' holistic development.
- Observe 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, 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 and wellness 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 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 in an appropriate manner to maintain good relationships. It involves respecting the positions of others and finding a common ground.

Translating Skills Instruction into Steps

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 (where possible)
- Change the subject or walk away
- Report to an adult when necessary

For Younger Learners: No! Go! Tell!

- Say a Loud ‘NO!’
- Run Fast
- Tell a trusted adult

2. Problem Solving Skill

- Stop and think (what’s the problem? Will my action(s) hurt or help?)
- Take a deep breath (stay calm)
- Act (Do the right thing)
- Review (Look back and decide if you had made the right choice)

3. Self-Awareness Skill (Exploring self)

- What am I good at doing? (Identify your strengths)
- What would I like to do better? (Identify your weaknesses)
- What are my positive characteristics/features? (Identify your positive qualities)
- What do I like/dislike?
- Who/what influences how I feel in different situations? (Exploring feelings and triggers in different situations)

- What are the values and beliefs that are important to me?
- How do I feel about myself and why?
- How can I improve my skills/abilities?
- How can I improve how I feel in different situations?
- How do my attitudes, feelings, beliefs or behaviours affect others?
- How can I improve my attitude/behaviour for the future?

For Early Childhood Learners:

- I am
- I feel
- I can

4. Advocacy Skill:

- What is the problem/issue I want to change?
- What kind of change would I like to see?
- How can I solve the problem/issue?
- What messages and tools will I create to influence others?
- Create and present messages to audience

5. Effective Communication Skill

Being an Effective Listener:

- Face the speaker and make eye contact
- Use correct body language
- Wait for the speaker to stop speaking before you speak
- Ask the speaker to explain when you do not understand

Being an Effective Speaker:

- Face the person and make eye contact
- Wait for the other person to stop speaking before you speak
- Think carefully about what you wish to say before speaking
- Speak clearly, not too fast
- “Use I Statements”

- Watch the listener and pay careful attention to their responses

6. Decision Making Skill

- **S** – state the problem
- **O**- options (weigh options and consequences)
- **D** – decide
- **A** – act upon your decision

For Early Childhood Learners:

- If I?
- Should I?

7. Creative thinking skills

- Think about and identify issue/concern/problem
- Talk about all possible options
- Identify new and innovative solutions
- Choose and use the best option

8. Critical Thinking Skill

- What are the important facts/ideas?
- What do I understand?
- How can I make use of information learnt?
- Choose the best solution/alternative

9. Empathy Skill

- Ask the person to talk about their feelings
- Listen attentively
- Help the person or get help for them
- Be their friend
- Treat them how you would like to be treated

For Early Childhood Learners:

- You are?
- You feel?

10. Negotiation Skill

- Identify the problem
- Speak clearly; say exactly what you want
- Listen carefully to what the other person wants
- Talk about other ways to solve the problem
- Arrive at an agreement that will make both persons happy. (If no agreement is reached seek help from a trusted adult and start over.)

11. Healthy Self-management Skill

- Identify behaviours that are good and bad for your health
- State the consequences of these behaviours
- Choose the behaviours that will make you healthy

12. Anger Management Skill

- Identify what is making you angry.
- Try to calm down by:
 - » Taking three deep breaths
 - » Counting backwards slowly
 - » Thinking calm thoughts
 - » Talk to yourself
- Think out loud to solve the problem
- Think about it later. Ask yourself the following questions:
 - » Why was I angry?
 - » What did I do?
 - » What worked?
 - » What didn't work?
 - » What would I do differently?
 - » Did I do a good job?

13. Coping With Stress

- Name the signs of stress you are having (good or bad)
- Identify who or what is the causing stress
- Think about then share how it affects you and others
- Talk about positive or negative responses to stressors
- Get help to cope with difficult stressors

14. Conflict Resolution Skill

- Calm down
- Agree to discuss the problem
- Say what is bothering you by using “I messages”
- Take responsibility for your part of the problem
- Think of solutions that will satisfy both persons
- Forgive or say sorry

15. Assertiveness Skill

- Make statements or ask questions confidently and respectfully
- Be polite
- Use “I” statements when talking about how you feel
- Ask for your privacy or personal space to be respected
- Respect the privacy or personal space of others

16. Coping With Emotions Skill

- Think about how you are feeling now
- Name the feeling
- Think about then share what makes you feel this way
- Talk about consequences of negative or positive responses
- Choose positive ways to express your feelings
- Get help with difficult feelings



GRADE 1

SELF & INTERPERSONAL RELATIONSHIPS

Grade 1 - Self and Interpersonal Relationships – Grade 1 – TERM 1

REGIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
RS SI 1 Examine the nature of self, family, school and community and their influence in order to build strong, healthy relationships	1. Demonstrate awareness of self, their individual attributes, strengths and uniqueness when relating to their family and in their classroom.	1. Understanding Self	1. Personal Development 2. Building Relationships	<ul style="list-style-type: none"> Who am I? I Like Me Let's Talk Working Together Friendship
RS SI 2 Acquire coping skills which will enable them to shun behaviours and lifestyles associated with crime, drugs, violence, motor vehicle accidents and other injuries.	1. Recognise signs of risky or unfavourable situations. 2. Develop skills in assessing their vulnerability in adverse situations. 3. Demonstrate age-appropriate responses in risky or unfavourable situations.	2. Coping with Risk and Adversity	1. Managing Emotions, Conflict and Risks	<ul style="list-style-type: none"> I Choose Well We Can Work it Out!
RS SI 3 Respect the rich diversity that exists among Caribbean people as a valuable resource for sustainable development of the region within the framework of democratic and ethical values.	1. Display respect and tolerance in social interactions with peers and others who may be different.	3. Respect and Tolerance for Self and Others	1. Building Healthy Relationships	<ul style="list-style-type: none"> Celebrate Our Differences

THEME: SELF AND INTERPERSONAL RELATIONSHIPS**MODULE 1: UNDERSTANDING SELF**

Examine the nature of self, family, school and community and their influences in order 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 in order to foster healthy relationships within the family, school and community. They also need to be assisted in developing resiliency – the capacity to assess, cope, manage and benefit from the various influences that impact 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. The role of parents in the development of healthy and safe behaviours should be addressed.
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 STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Circle Time should be used to deliver HFLE.

LINKS TO OTHER SUBJECTS: Integrated Studies

GRADE 1

Module 1:

Unit 1:

Learning Goals:

Theme: Self and Interpersonal Relationships

Understanding Self

Personal Development

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

1. Understand who they are as individuals
2. Appreciate their uniqueness when relating to their family and their classmates
3. Apply life skills that support the development of self and healthy relationships

Core Values:

Spiritual insights and safeguards – 1. Vision of self and others 2. Sense of the sacred
3. Purpose of life and life-forms 4. Stewards of the environment

Topic 1:**Life Skills:****Who am I?**

Social: Communication, Assertiveness, Conflict Resolution

Cognitive: Decision making, Critical thinking, Creative thinking,

Coping: Self-awareness

Values/Virtues:**Appreciation, Confidence, Respect, Care**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> • Examine qualities about themselves • Display willingness to discover their individual skills and talents • Demonstrate self-awareness skill to develop their sense of identity and relationship with others 	<p>Knowing who we are as individuals is important in developing positive self-esteem and in making decisions.</p> <p>Self-awareness refers to having a sense of identity and an understanding of our feelings, beliefs, attitudes and values. It helps us to recognise our feelings and values which is necessary for effective communication, having good interpersonal relationships and developing empathy for others.</p> <p>We are capable of learning, creating and accomplishing many new skills and becoming industrious or hardworking.</p> <p>This is also a very social stage of development where we should seek to make friends and experience good and safe relationships to help build our self-esteem.</p>	Pair-share	<p>Students will create a 'WHO AM I?' book with drawings for presentation. They will work in pairs to discover information about themselves using the questions below as a guide:</p> <p>What do I like to eat? What am I good at? What would I like to try to do? What is my favourite colour? What do I like to do for fun? What makes me happy/sad? When do I get angry? What do I like about myself? What do I know about myself? Do I like to play with boys/girls? Do I like people whose skin colour is different from mine?</p> <p>The teacher will provide feedback and guidance throughout the activity.</p>	Students' responses reflect a clear and accurate understanding of their qualities

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>As the world expands for us, we explore relationships with other significant persons other than our parents, like teachers and school wardens, or cooks.</p> <p>Our relationships with our school and our neighbourhoods become significant. Parents are no longer the complete authorities they once were, although they are still important.</p> <p>Being self-aware means understanding:</p> <ul style="list-style-type: none"> • What we like • What we don't like • Things we do well • Things we don't do well • What makes us feel good/bad • What we believe <p>There are many similarities and differences between us as individuals. Our differences make us special and unique. We all have something special to contribute to our home, school and community.</p>	<p>Game/Letter Writing</p> <p>Creative Arts</p>	<p>Students will play the "Fill the circle" game where they will list things that they think they can do, are good at or would like to try for the first time. These can include sports, chess, dancing, singing or other extra-curricular activities. They will then write a letter to their parent expressing interest in exploring these activities. They will pick one and will share their experience using the reflective questions listed below as a guide:</p> <p>Reflective Questions: 1. What would I like to learn to do? 2. What do I think I would be good at? 3. What new skills am I willing to learn?</p> <p>Students will draw a picture of, or create a song or poem about themselves, highlighting something new they have learned about themselves, their positive qualities, strengths, talents or other attributes. They will discuss how these qualities, strengths and talents help them to relate to others.</p>	<p>Students' responses reflect a willingness to discover their skills and talents</p> <p>Students' creative arts reflect proficiency in the use of the steps in self-awareness skill: What are you good at doing, and appropriate value/virtue e.g. confidence</p>

Theme: Self and Interpersonal Relationships

I Like Me

Social: Communication
Cognitive: Decision making
Coping: Self-awareness

Honesty, Confidence, Sincerity, Love

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> Examine the importance of accepting oneself Share what makes them unique/ special Practice positive self-affirmation Demonstrate coping skills to improve their self-esteem 	<p>Self-esteem refers to the value one places on oneself.</p> <p>Self-concept is the image one has of oneself. This can either be positive or negative. Self-concept is learned through positive reinforcement.</p> <p>There is something special and unique about all of us. At times, we may desire to be someone else, but learning about and appreciating our positive attributes may enhance how we feel about ourselves. We should however, admire good qualities in others.</p>	<p>ICT/ Discussion</p> <p>Song/ Discussion/ Poster</p>	<p>Students will listen to the story (audio/CD) "Leopard and Tiger learn something new." Other videos, stories or poems about people wanting to change themselves but later discovering their value/uniqueness can be used. Students will discuss the story and explain their understanding of self-acceptance and why it is important, using the reflective questions below as guides:</p> <ol style="list-style-type: none"> Why should I accept myself for who I am? What is special about me? What do I like about myself? What makes me special? <p>Students will sing the song "I am a Promise" and then discuss their understanding of the meaning of the word 'unique'. They will be given a box containing something very special to look at. The box will contain a mirror that allows them to see their reflection. Students will look at themselves in the mirror and describe what they like about what they see and share why they are unique. Students will read/listen to the poem "I Am Glad to Be Me". In pairs, students will share qualities they like about themselves that make them unique. They will create a poster advertising themselves. The poster will include:</p> <p>"I like myself because: <i>"I am _____"</i> <i>"I can _____"</i> <i>"I am good at _____"</i></p>	<p>Students' responses indicate a clear and accurate understanding of the importance of accepting themselves</p> <p>Students' responses and posters reflect proficient use of the steps in self-awareness skill in identifying what they are good at doing and qualities that they like about themselves that make them unique and the appropriate value/virtue e.g. honesty</p>

GRADE 1**Theme: Self and Interpersonal Relationships**

Module 1:

Understanding Self

Unit 2:

Building Relationships

Learning Goals:

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

1. Understand the importance of listening to each other.
2. Appreciate the value of relationships.
3. Apply "good" social skills when communicating.

Core Values:

Spiritual insights and safeguards – 1. Vision of self and others 2. Sense of the sacred
3. Purpose of life and life-forms 4. Stewards of the environment

Topic 1:**Let's Talk****Life Skills:**

Social: Communication, Empathy

Cognitive: Decision making, Problem Solving, Critical Thinking

Coping: Self-awareness

Values/Virtues:**Respect, Understanding, Concern, Courtesy, Decency, Sharing**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of this topic, students should be able to:</p> <ul style="list-style-type: none"> • Examine different ways in which we communicate with each other • Justify the need to communicate effectively • Demonstrate social skills to enhance their interactions 	<p>Communication is giving and receiving information/ideas.</p> <p>Effective communication is essential for healthy relationships. Facilitating good communication skills involves:</p> <ul style="list-style-type: none"> ▶ Listening to each other. ▶ Keeping eye contact ▶ Not speaking when someone else is speaking ▶ Speaking politely ▶ Asking the speaker politely to repeat what he/she said if you did not hear. ▶ Making sure your message is understood ▶ Telling the speaker if you do not understand something ▶ Expressing ideas clearly without shouting 	Game/ Discussion	<p>Students will be placed in four groups; one group will communicate that they are angry using facial expressions; another group will communicate their anger with body movements; another by speaking; and the other group will play the game Chinese telephone by passing a message from one student to the other. The rest of the class will observe and make reports. Groups will take turns simulating their activity and will discuss what they observed and how they felt when they saw or experienced anger. Teacher will process activity, clarify and make suggestions and referrals where necessary.</p>	<p>Students' responses in discussion indicate a clear and accurate understanding of different ways in which we communicate with each other</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
		Discussion/ Role-play	<p>Students will discuss what it means 'to have manners' and share related words or phrases. In pairs, they will be given different scenarios to apply the following "I care" language:</p> <ul style="list-style-type: none"> • "I am sorry" • "Excuse me" • "Thank you" • "You are special" • "You are important to me" <p>They will act out the different scenarios given and apply the appropriate "I care" language.</p>	<p>Role-plays reflect effective use of the steps in communication skill and appropriate value/virtue e.g. respect or courtesy</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
		Team Challenge	<p>Students will be divided into groups/teams to compete to see which team can get the challenge done the fastest. Challenges can include:</p> <ul style="list-style-type: none"> ▶ Lining up according to birth month or height. ▶ Completing a picture story ▶ Guiding a blindfolded teammate through a maze of items ▶ Finding team members' shoes from apile of shoes. <p>NB: Students must be reminded to be tolerant of those with special needs. Students will discuss how they felt when they were given the tasks and how they felt when they got the help of others.</p>	Students' responses indicate effective use of the steps in communication skill and appropriate value/virtue e.g. cooperation or collaboration

GRADE 1**Theme: Self and Interpersonal Relationships****Topic 3:****Friendship – Making Choices****Life Skill:**

Social: Communication, Empathy

Cognitive: Decision making

Coping: Healthy Self-management, Self-awareness

Values/Virtues:**Consideration, Support, Concern, Integrity**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> Examine the qualities of a good friend Justify the need to display friendly behaviours as opposed to unfriendly behaviours Demonstrate coping skills to show good friendship 	<p>Friendship is a relationship between two or more people who care about each other. Friends show they care by treating each other with respect, using kind words, and comforting each other when they get sad or hurt.</p> <p>Qualities of a healthy friendship:</p> <ul style="list-style-type: none"> Friends are polite, kind, fair and willing to share Friends respect each other Friends care about each other Friends help each other <p>Benefits of friendships:</p> <ul style="list-style-type: none"> Friends listen to each other They play together and make each other happy Friends share their toys and games <p>It is important to choose our friends wisely. Healthy friendships help us to be better persons and to make the right choices.</p>	<p>Stimulus Activity</p> <p>Discussion/ Game</p>	<p>In groups, students will view a video or listen to a story about what makes a good friend. (example of video: https://www.youtube.com/watch?v=OV6fPw-MRFo).</p> <p>Students will then receive good and bad qualities written on different cards and two outlines of people. One will be labelled 'good friend' and the other 'bad friend'. Students will paste each quality on the correct person.</p> <p>Students will play a game with the teacher in which the teacher demonstrates or shows pictures of friendly and unfriendly behaviours. Students in small groups will decide if the behaviour is friendly or unfriendly by hugging each other for friendly and walking away from each other for unfriendly. They will say why we need to show friendly behaviours instead of unfriendly ones. Teacher will clarify, make suggestions and make referrals where necessary.</p> <p>Reflective Question:</p> <ol style="list-style-type: none"> How do I practise friendly behaviours? Why should I demonstrate friendly behaviours towards my peers? 	<p>Students' responses accurately illustrate the qualities of a good friend</p> <p>Accurate reasons provided to justify the need to show friendly behaviours and appropriate value/virtue eg. concern or support</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
		Journaling	<p>Students will select qualities of a healthy friendship and make journal entries on what they have done to display being a good friend using the reflective questions below as their guide:</p> <p>Reflective Questions:</p> <ol style="list-style-type: none"> 1. Am I a positive influence? Why or why not? 2. What can I do differently to be a positive influence? 	<p>Journal entries reflect effective use of the steps in self-awareness skill: How can you improve your attitude/behaviour for the future?</p> <p>Appropriate value/virtue e.g. integrity displayed</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. The role of parents in the development of healthy and safe behaviours should be addressed.
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 STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Circle Time should be used to deliver HFLE.

LINKS TO OTHER SUBJECTS: Integrated Studies

GRADE 1**Theme: Self and Interpersonal Relationships**

Module: 2

Coping with Risk and Adversity

Unit 1:

Managing Emotions, Conflicts and Risks

General Objective:

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

1. Understand that there are alternatives to aggression.
2. Appreciate the importance of resolving conflicts peacefully.
3. Apply life skills to reduce their vulnerability to adverse situations.

Core Values:

**Spiritual insights and safeguards – 1. Vision of self and others 2. Sense of the sacred
3. Purpose of life and life-forms 4. Stewards of the environment**

Topic 1:**I Choose Well****Life Skills:**

Social: Communication

Cognitive: Problem solving, Creative thinking, Critical thinking

Coping: Conflict management, Healthy Self-management, Self-awareness

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

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> • Distinguish between favourable and unfavourable situations • Express how they feel in different situations • Practise responding appropriately to adverse situations • Demonstrate coping skills when responding to unfavourable situations 	<p>Favourable situations describe those activities or actions that will likely benefit us in a good or positive way. For example:</p> <ul style="list-style-type: none"> ▶ Going to school will help us to understand the world better ▶ Someone helping us to cross the street is meant to save our life from incoming traffic ▶ Our parents feeding us the right foods will help us to grow and develop well ▶ Choosing to do the right thing will keep us out of trouble <p>Unfavourable or risky situations describe those activities or actions that are meant to harm us or will likely affect us in a bad or negative way.</p>	Scenarios/ Game/ Discussion	<p>Students will listen to scenarios featuring children in favourable and unfavourable situations. They will play a Jeopardy Style game where they will work in teams to indicate which situations are favourable or unfavourable. They will use the reflective questions and discuss the possible outcomes of each situation. Examples of situations:</p> <ol style="list-style-type: none"> 1. John is left home alone with his baby sister 2. Keisha is six years old and walks to school alone 3. Michael is travelling in a car with his parents and everyone is wearing their seatbelt 4. Joe is being beaten or hit repeatedly with a belt or object 5. Shemar is playing in the park while adults are watching 	Students' responses reflect a clear and accurate understanding of the difference between favourable and unfavourable situations

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Under the Child Care and Protection Act, all adults must ensure the care and protection of children.</p> <p>However, some adults may put children in an unfavourable situation; we must be able to recognise an unfavourable situation and be confident enough to report when this happens. Children can call 1-888-PROTECT to make a report if they have been placed in an unfavourable situation or the child abuse hotline, 211.</p>	ICT/Game	<p>6. April is stealing candy from the shop.</p> <p>7. Junie is walking to school and is offered a ride by a stranger</p> <p>8. Jason and Johnathan are fighting over a pencil</p> <p><i>Reflective Questions</i></p> <p>1. What should I do if I am not comfortable in a situation?</p> <p>Students will listen to a story and discuss how the character feels when she is being careful. Students will then be given feelings cards and pictures depicting children and adults, or children and other children, interacting in both favourable and unfavourable situations. They will use the feelings cards to display how each situation would make them feel, giving reasons for their answers. Students will then play the game 'What do I do' when:</p> <p>I am angry? I _____ I am sad? I _____ I am afraid? I _____ I am confused? I _____ I am nervous? I _____</p> <p>The students will use the reflective questions below as a guide throughout the game:</p> <p><i>Reflective Questions</i></p> <p>1. How do I feel about my actions?</p> <p>2. How can I manage my feelings in a way that does not hurt myself or others?</p>	Students' responses reflect accuracy in the use of the steps in self-awareness skill and appropriate value/virtue e.g. composure or self-control

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
		Discussion/ Demonstration	Students will discuss situations that cause the feelings previously identified and the behaviours that are usually associated with these feelings. They will discuss whether each behaviour is right or wrong. For each wrong behaviour, students will demonstrate a more appropriate response to each situation. Teacher will clarify, make suggestions and make referrals where necessary.	Students' responses reflect proficiency in the use of the steps in healthy self-management or decision making skill and appropriate value/virtue e.g. clear thinking
		Journaling	In their journals, students will write what they would do if they were to face a situation that made them feel angry, afraid or uncomfortable.	Journal entries reflect proficiency in the use of the steps in decision-making skill and appropriate value/virtue e.g. courage or reason

GRADE 1**Theme: Self and Interpersonal Relationships****Topic 2:****We Can Work It Out!****Life Skills:**

Social: Communication, Assertiveness, Advocacy, Conflict Resolution

Cognitive: Decision making

Coping: Self-awareness, Healthy Self-management

Values/Virtues:**Respect, Understanding, Peace, Forgiveness, Fairness**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> Examine behaviours that can cause conflicts Promote peaceful actions to reduce conflict Demonstrate social or coping skills to reduce conflict 	<p>A conflict is a disagreement or argument between two or more persons which can sometimes result in hurtful or unkind behaviours. Conflicts usually happen when persons feel they are treated unfairly; are hurt because of unkind words or actions, or are blamed for things they did not do.</p> <p>Conflicts can cause people to become very angry and aggressive.</p> <p>We can solve conflicts without being physical or violent, e.g. sharing, taking turns or saying sorry. It is better to make peace than to fight or use unkind words or actions.</p> <p>Conflicts can be resolved if everyone understands what the conflict is about; listens to each other; shows respect by avoiding name-calling and working together to agree.</p> <p>When resolving conflicts, using 'I' statements is important to describe feelings, wants and needs.</p>	<p>Graphic organizer</p> <p>Creative Expression/ Pledge</p>	<p>Students, in small groups, will make a 'conflict web' by writing words on cards that come to mind when they hear the word conflict and sticking them on the word wall. They will give examples of situations and behaviours that can cause conflict.</p> <p>Students will write a poem or song, make a picture collage in their scrapbook or create a poster promoting peace instead of fighting. They will perform or display their pieces during a devotional exercise or special event. Students will then pledge to practise behaviours that will reduce conflict and promote peace.</p>	<p>Student responses indicate a clear and accurate understanding of behaviours that may result in conflicts</p> <p>Creative expressions reflect proficiency in the use of the steps in healthy self-management or conflict resolution skill and appropriate value/ virtue e.g. fairness or respect</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
		Comic Strips/ Role-play	<p>Students will be given a comic strip illustrating various situations involving conflict. They will role-play what they would do to resolve the conflict using one of the following:</p> <ul style="list-style-type: none"> i. I statements ii. Sharing iii. Saying "I'm sorry" iv. Showing respect <p>The reflective questions listed below can be used as their guide:</p> <p>Reflective Questions:</p> <ul style="list-style-type: none"> 1. What actions can I take to resolve the conflict? 2. How can I make peace? 	<p>Role play reflects proficiency in the use of the steps in conflict resolution or assertiveness skill and appropriate value/ virtue e.g. peace or forgiveness to promote peaceful actions to reduce conflict</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 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 in order to be productive as a people. They must maximise their potential as contributors to sustainable development while embracing core values and democratic ideals.

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. The role of parents in the development of healthy and safe behaviours should be addressed.
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 STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Circle Time should be used to deliver HFLE.

LINKS TO OTHER SUBJECTS: Integrated Studies

GRADE 1**Theme: Self and Interpersonal Relationships**

Module 3:

Respect and Tolerance for Self and Others

Unit 1:

Building Healthy Relationships

General Objective:

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

1. Understand that there are differences in people in our society.
2. Appreciate the value of being different.
3. Apply appropriate life skills that demonstrate respect and tolerance for all humans.

Core Values:

Spiritual insights and safeguards – 1. Vision of self and others 2. Sense of the sacred
3. Purpose of life and life-forms 4. Stewards of the environment

Topic 1:**Celebrate Our Differences****Life Skills:**

Social: Communication, Empathy
 Cognitive: Creative thinking
 Coping: Self-awareness

Values/Virtues:**Support, Respect, Courtesy, Equality, Tolerance**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> • Differentiate between being similar and different • Justify the value in diversity among each other • Demonstrate social skills that support respect and tolerance for each other 	<p>Our differences make us special and unique. It is good to be different and it is good to be alike.</p> <p>The Caribbean culture is made up of many different people and races. Different ethnic groups live and work in Jamaica. We can learn to live happily together as our motto portrays, "Out of Many One People."</p> <p>Everyone needs to exhibit good interpersonal relations which show respect and tolerance for persons who are different.</p>	<p>Pair-share</p> <p>ICT/ Discussion</p>	<p>Students will be paired according to gender, height, ethnicity and size. Each partner will identify one thing that is similar or different about the other that makes him/her special. They will then complete the table by listing these similarities and differences. The students will then share with the large group.</p> <p>Students will watch a video of a creative cooking show (cooking soup). They will observe how the ingredients are different but when combined, result in one meal. They will be guided by the teacher to use the example to understand the motto, "Out of Many One People." They will then look at pictures of successful people who are different based on race, religion, ethnicity and physical appearance. They will discuss the value of diversity by talking about how these people, like the ingredients in the soup that contributed to making a delicious dish, have contributed to the development of society.</p>	<p>Students' responses reflect a clear and accurate understanding of similarities and differences among themselves</p> <p>Students' responses reflect appropriate value/virtue e.g. equality or tolerance and the ability to think critically to provide correct reasons why diversity is useful</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Activities	Assessment Criteria
	Even though we are different we can put together our ideas, beliefs and values to build a better society.	ICT/Creative Expression	<p>Students will watch videos about respect. Video: https://www.youtube.com/watch?v=GOzrAK4qOSo Song: https://www.youtube.com/watch?v=TmRjyQlWYQg</p> <p>They will discuss how to show respect for persons who are different while they chant the line from Aretha Franklin's song, 'R.E.S.P.E.C.T, find out what it means to me'. Students will then write, draw or demonstrate one way in which they would show respect to the person in given scenarios using the reflective questions below as guides:</p> <p>Reflective Questions:</p> <ol style="list-style-type: none"> 1. What can I do to show I respect persons for who they are? 2. How can I embrace someone who is different from me? 	Creative expressions reflect proficiency in the use of the steps in empathy skill to demonstrate ways in which respect can be shown and appropriate value/ virtue e.g. courtesy or support

SAFETY & SECURITY

Grade 1 – Safety and Security – Grade 1 – TERM 1

NATIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
NS SS 1 Examine roles, rights and responsibilities in order to preserve self, family, school and community.	1. Demonstrate an awareness of their rights, and responsibilities in ensuring the survival and development of the family, school and community.	1. Exploring Concepts of Protection, Safety and Security	1. My Rights 2. My Responsibilities	<ul style="list-style-type: none"> I Have Rights Too! Break the Silence!
NS SS 2 Analyse the influence of socio-cultural factors and personal beliefs on lifestyle choices related to protection, safety and security.	1. Challenge the socio-cultural and economic norms that influence lifestyle choices related to protection, safety & security.	2. Factors Influencing Behaviours related to Safety and Security	1. Rules and Regulations for Safety.	<ul style="list-style-type: none"> The Right Thing to Do Consequences of Right and Wrong Choices Rules Keep Me Safe
NS SS 3 Develop action competence and build capacity to minimize factors affecting protection, safety and security in all contexts.	1. Demonstrate skills to respond to, and minimize factors affecting, protection, safety and security.	3. Safeguards for Protection, Safety and Security	1. Environmental Responsibility	<ul style="list-style-type: none"> Safety on the Road Begins with ME Is it Safe? Be Prepared!

THEME: SAFETY AND SECURITY

MODULE 1: EXPLORING CONCEPTS OF PROTECTION, SAFETY AND SECURITY

Examine rights and responsibilities in relation to protection, safety and security in order 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 others. 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 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. The role of parents in the development of healthy and safe behaviours should be addressed.
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 STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Circle Time should be used to deliver HFLE.

LINKS TO OTHER SUBJECTS: Integrated Studies

GRADE 1**Theme: Safety and Security**

Module 1: Exploring Concepts of Protection, Safety and Security

Unit 1: My Rights

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

1. Understand their rights and responsibilities.
2. Appreciate the importance of knowing and acting upon their rights.
3. Apply life skills to protect their rights and responsibilities.

Core Values: **Spiritual insights and safeguards – 1. Vision of self and others 2. Sense of the sacred**

3. Purpose of life and life-forms 4. Stewards of the environment

Topic 1: **I Have Rights Too!**

Life Skills: Social: Communication, Assertiveness

Cognitive: Decision making, Critical thinking

Coping: Healthy Self-management

Values/Virtues: **Reason, Wisdom, Courage**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
By the end of the topic, students should be able to:	The Child Care and Protection Act covers three groups of children's rights:	ICT / Discussion	Students will sing along with the song 'Rights of the Child' played by teacher on a computer or other electronic device. Song can be found using the link: https://www.youtube.com/watch?v=mJggYdw3l0k . Afterwards, students will make notes of the rights they heard in the song. In small groups, students will share one of the rights of children they heard in the song. A guided discussion will follow on what each right means to the group and the difference between rights and responsibilities.	Students' responses reflect a clear and accurate understanding of their rights as a child
<ul style="list-style-type: none"> • Examine the rights of a child • Determine when their rights have been violated • Suggest appropriate actions that should be taken if rights are violated • Demonstrate the ability to communicate effectively to report incidents that have violated their rights 	<p>PROTECTION RIGHTS: Rights that protect children from all types of violence, abuse, neglect and exploitation.</p> <p>PROVISION RIGHTS: Rights that guarantee the basic things children need for their survival, growth and development.</p> <p>PARTICIPATION RIGHTS: Rights that ensure children's views are considered when making decisions that affect them and opportunities are provided for them to share their views.</p>	Game	Students will complete a game by doing a series of jumps to land on boxes with sentences and will be asked to fill in the right which was violated.	Students' responses in game reflect their ability to think critically to identify the right being violated

GRADE 1**Theme: Safety and Security**

Module 1: Exploring Concepts of Protection, Safety and Security

Unit 2: My Responsibilities

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

1. Understand their responsibilities associated with each right.
2. Appreciate the need to fulfil their responsibilities to protect the rights of self and others.
3. Apply life skills to exercise their rights and responsibilities.

Core Values: **Spiritual insights and safeguards – 1. Vision of self and others 2. Sense of the sacred 3. Purpose of life and life-forms 4. Stewards of the environment**

Topic 1: **Break the Silence!**

Life Skills: Social: Assertiveness, Communication

Cognitive: Critical thinking, Decision making

Coping: Coping with emotions

Values/Virtues: **Concern, Courage, Confidence, Responsibility**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic students should be able to:</p> <ul style="list-style-type: none"> • Examine the concept of abuse • Examine ways in which children can be abused • Justify the importance of reporting abuse • Demonstrate use of social or cognitive skills to report incidents when threatened with abuse 	<p>WHAT IS CHILD ABUSE? Child abuse is any act or failure to act, on the part of a parent or caretaker, which results in death, serious physical or emotional harm, sexual abuse, or exploitation of a child. Any act, or failure to act, which presents an imminent risk of serious harm to a child also counts as child abuse.</p> <p>Abuses against children include <i>physical abuse, emotional abuse, sexual abuse and neglect</i>. These affect children who are most at risk, least powerful, and least likely to be able to protect themselves from abusive adults.</p>	<p>Brainstorming</p> <p>Matching</p>	<p>Students will pick one of the following words/ concepts -- <i>abuse, emotional abuse, neglect, physical abuse, and sexual abuse</i> -- from a word hat and brainstorm the meaning of the concepts.</p> <p>In groups, students will place definition cards with forms of abuse on a chart. They will be asked to web each word to the matching form of abuse example, hunger, flogging, hurt/harm, name-calling, mistreatment etc. They will use the reflective questions below as their guide:</p> <p>Reflective Question: 1. How can I know when I am being abused?</p>	<p>Students' responses in discussion indicate a clear and accurate understanding of the concept of abuse</p> <p>Students' responses reflect proficiency in the use of the steps in critical thinking skill to match each form of abuse to the correct definition</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>It is also likely that we know an abuser. Most are not strangers but are our friends and family members.</p> <p>Break the Cycle of Silence.</p> <p>It is our responsibility to contact an individual that we can confide in when we feel that we have been abused.</p>	<p>Story Telling/ Game</p> <p>Simulation</p>	<p>ABUSE = MISTREAT</p> <p>Students will listen to short stories on abuse cases. They will be given two cards one red and one green. Whenever they hear the stories instances of abuse they will raise their red card and say why it is important to report it and to whom they would report it. Whenever they hear examples of loving and kind acts towards children, they will be required to lift the green card.</p> <p>In pairs, students will be given scenarios to simulate breaking the silence in cases of abuse to self or others.</p>	<p>Students' responses indicate proficiency in the use of critical thinking skill to identify cases of abuse and provide valid reasons to justify reporting each case</p> <p>Justifications provided also reflect appropriate value/virtue e.g. responsibility or concern</p> <p>Simulations reflect proficiency in the use of the steps in assertiveness, problem solving or decision making skill and appropriate value/ virtue e.g. courage or confidence</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 socio-cultural awareness of their rights and responsibilities in their home, 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. The role of parents in the development of healthy and safe behaviours should be addressed.
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 STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Circle Time should be used to deliver HFLE.

LINKS TO OTHER SUBJECTS: Integrated Studies

GRADE 1**Theme: Safety and Security**

Module 2:

Factors Influencing Behaviours related to Safety and Security

Unit 1:

Rules and Regulations for Safety

Learning Goals:

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

1. Understand their socio-cultural and economic norms.
2. Appreciate that socio-cultural and economic norms do not define right and wrong.
3. Apply relevant skills to demonstrate that some socio-cultural and economic norms can bring harm to self and others.

Core Values:

Spiritual insights and safeguards – 1. Vision of self and others 2. Sense of the sacred
3. Purpose of life and life-forms 4. Stewards of the environment

Topic 1:

The Right Thing to Do

Life Skills:

Social: Communication, Assertiveness

Cognitive: Decision making, Critical thinking

Coping: Self-awareness

Values/Virtues:

Citizenship, Courage, Confidence, Responsibility

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
By the end of the topic, students should be able to:	A whistle-blower is a person who exposes any kind of information or activity that is considered illegal or wrong to the police or other authorities.	Storytelling/ Discussion	Students will listen to short stories about children who were endangered and because the information was withheld their lives were either lost or threatened. Allow the students to express their interpretation of the stories paying attention to the character who withheld the information. Students and teacher will discuss the definition of a 'whistle blower'. Teacher will clarify, make suggestions and make referrals where necessary.	Students' responses in discussion indicate a clear and accurate understanding of the concept of a 'whistle blower'
<ul style="list-style-type: none"> • Formulate their concept of a 'Whistle Blower' • Propose actions that can be taken against acts of violence or harm to self and others • Demonstrate the ability to use social skills to share important information wisely 	<p>Harmful information should be reported to any relevant authority with care and caution.</p> <p>Different types of risks are associated with sharing harmful information. These risks include:</p> <ol style="list-style-type: none"> 1. Violation of privacy. 2. Putting oneself in harm's way. 3. Causing further harm to others. 	Game/ Discussion	Through questioning, students will be encouraged to throw a ball around and to take turns catching the ball. The students will then discuss what they would have done if they had information that could save the lives of the children from the previously read stories.	Students' responses in interactive game reflect appropriate value/virtue e.g. support or citizenship

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Different types of risks are also associated with the withholding of information. These risks include:</p> <ol style="list-style-type: none"> 1. <i>Continued abuse or hurt.</i> 2. <i>Exploitation.</i> 3. <i>Danger to self</i> <p>We have to ensure that the information we share is necessary for the purpose for which we are sharing it, is shared only with those people who need to have it, is accurate and up-to-date is shared in a timely fashion and is shared securely so that their identity should be kept a secret.</p> <p>We should base our information sharing on the safety and well-being of the person and others who may be affected.</p> <p>We should also share with consent where appropriate and where possible and respect the wishes of those who do not consent to share confidential information.</p> <p>We may still share information without consent if it can be a threat to the life of a person or others.</p>	Simulation	<p>Reflective Questions:</p> <ol style="list-style-type: none"> 1. Why should I share important information? <p>In groups, students will be given scenarios and will be asked to simulate how to share important information to the relevant authorities in a manner that will conceal their identities and keep them safe e.g. calling CRIME STOP or 888-PROTECT.</p> <p>Reflective Questions:</p> <ol style="list-style-type: none"> 1. How will it affect others if I do not share harmful information to the relevant authority? 	<p>Simulations indicate effective use of the steps in communication skill and appropriate value/virtue e.g. courage to share information</p>

GRADE 1**Theme: Safety and Security****Topic 2:
Life Skills:****Consequences of Right and Wrong Choices**

Social: Assertiveness

Cognitive: Decision making, Critical thinking

Coping: Self-awareness, Healthy Self-management

Values/Virtues:**Honesty, Integrity, Consideration, Care**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> Examine the differences between right and wrong actions Express feelings about actions and their consequences Demonstrate decision making skill in making the right choices 	<p>Our action is what we do. Consequences on the other hand are the effects, results, or outcomes of something occurring earlier.</p> <p>A consequence comes after, or as a result of something you do, for example, "He was given a traffic ticket as a consequence of running the red light."</p> <p>Choices are part of everyday life. The choices that we make have a great effect on our outcomes in life. Whether the decision is big or small, we should always be cautious in making the right choices.</p> <p>To choose the right thing means that we stick to what is morally or lawfully correct.</p>	<p>ICT / Card Game</p> <p>Guided Discussion/ Journaling</p>	<p>Students will watch short clips from cartoons where wrong actions are done. For example, 'Wreck-It Ralf'. Students will be given two cards (green and red). Students will lift the red card when they observe a wrong action and the green when a right action is done.</p> <p>Students will identify the right and wrong actions in the cartoons and use feelings cards to express how they feel about each action. They will also discuss the consequences of wrong actions and how these would make them feel. In their journals, students will then make a list/ illustrations of right and wrong actions they have taken and how they feel about their actions.</p> <p>Teacher will clarify and make suggestions and referrals where necessary.</p> <p>Reflective Questions:</p> <ol style="list-style-type: none"> What did I do yesterday/today that was right? How did it make me feel? What did I do yesterday/today that was wrong? How did it make me feel? 	<p>Students' responses indicate a clear and accurate understanding of right and wrong actions</p> <p>Students' responses in discussion reflect self-awareness about their feelings about right and wrong actions and appropriate value/ virtue e.g. honesty or integrity</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
		Quiz	<p>Students will work cooperatively in groups to complete a quiz requiring positive decision making. Example:</p> <p>Michael accidentally tripped Julia at break time. Michael should:</p> <ol style="list-style-type: none"> 1. Walk away and laugh at her 2. Help her up and say sorry 3. Blame Julia <p>Reflective Question:</p> <p>What positive decision will I make today?</p>	<p>Students' responses in quiz reflect proficiency in the use of decision making skill and appropriate value/virtue e.g. honesty or care</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
		Self-monitoring Checklist	Students will receive the rules of the class on a handout and will take turns reading until all the rules have been read. Students will then compete weekly for points or stars for observing rules daily. An awards chart will be placed on the classroom wall so that students can track their progress.	Checklist indicates effective use of decision making skill and appropriate value/virtue e.g. consideration or courtesy to observe rules

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 are in need of 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. The role of parents in the development of healthy and safe behaviours should be addressed.
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 STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Circle Time should be used to deliver HFLE.

LINKS TO OTHER SUBJECTS: Integrated Studies

GRADE 1**Theme: Safety and Security**

Module 3:

Safeguards for Protection, Safety and Security

Unit 1:

Environmental Responsibility

Learning Goals:

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

1. Understand safety precautions
2. Appreciate the factors affecting personal safety
3. Apply appropriate skills in given situations to protect self and others from natural hazards

Core Values:

Spiritual insights and safeguards – 1. Vision of self and others 2. Sense of the sacred
3. Purpose of life and life-forms 4. Stewards of the environment

Topic 1:

Safety on the Road Begins with ME

Life Skills:

Social: Assertiveness

Cognitive: Critical thinking, Decision Making, Problem solving

Coping: Self-awareness

Values/Virtues:

Care, Clear-thinking, Respect, Responsibility

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic students should be able to:</p> <ul style="list-style-type: none"> • Differentiate between proper and improper road safety practices • Obey road signs and traffic signals when using the road • Demonstrate cognitive skills to protect their safety and well-being when using the road 	<p>Road safety refers to the methods and measures used to prevent road users from being killed or seriously injured.</p> <p>Typical road users include pedestrians, cyclists, motorists, vehicle passengers, horse riders and passengers of public transport. It is important that we use the road wisely and safely as this will minimize the risk of accidents or death.</p> <p>When travelling in vehicles seatbelts should always be worn. Babies and toddlers should always be in a proper child safety seat, while older children up to ages 6-7 years old should be in an appropriate booster/ cushion seat on the rear seat of the vehicle. Seat belts, child safety seats and booster cushions/seats are required under the Road Traffic Act.</p>	Brainstorming /Discussion	<p>Teacher will write 'road safety' on the board and ask students to explain their understanding of the concept. Students will then watch a video entitled, Road Safety, Traffic Rules: https://youtu.be/JGPOheQNCio</p> <p>Teacher will then facilitate discussion on other road safety practices not shown in the video.</p> <p>Students will then be given various pictures depicting proper and improper road safety practices when walking on the road and travelling in a car. They will colour the proper road safety practices with the colour green and the improper practices with the colour red. Students will then share with the class explaining why improper road safety practices are unsafe. Teacher will clarify where necessary.</p>	Students' responses indicate a clear and accurate understanding of the difference between proper and improper road safety practices

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>that indicate when it is safe to cross the street. In the absence of these, one should always:</p> <ul style="list-style-type: none"> • Look, left, then right for any approaching vehicles • If yes, wait for the vehicles to pass before crossing • Never cross at bends in the road • Never cross between two stationary vehicles <p>Other important road safety tips include:</p> <ul style="list-style-type: none"> • Always listen for engines and car horns • Always use sidewalks • Young children should always walk on the road with an adult <p>Road Safety, Traffic Rules</p> <p>https://youtu.be/JGPOheQNCio</p>		<p><i>parents do not wear a seatbelt. If you are Keisha and James, what do you say to your parents?</i></p> <p>✓ <i>School is over and everyone rushes to the street to go home. The road is very busy but your friends try to cross the street anyway. What do you do/say?</i></p>	

GRADE 1**Theme: Safety and Security****Topic 2:****Is it Safe? Be Prepared!**

Life Skill:

Social: Communication

Cognitive: Critical thinking, Decision making, Problem solving

Coping: Self-awareness

Values/Virtues:**Clear thinking, Reason, Wisdom**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> Examine the safety of their school environment Encourage their peers to keep safe by avoiding dangerous situations Display safety practices to mitigate or counteract dangerous situations 	<p>We are not always aware of the potential dangers that exist in the environment or our actions. It is impossible for us to be constantly supervised, and unfortunately, many of us are left alone or in the company of our peers or siblings for a long time.</p> <p>It is important to know where exit points and emergency exits and assembly points are where ever we may go. It is also important to be able to assess how safe our environment is.</p> <p>To have a general idea of how clean and safe our environment is, we should know the answer to the following questions:</p> <p>Is there a way out?</p> <p>Can anyone hear me if I shout?</p> <p>Is the building strong enough to withstand a low tremor or turmoil?</p> <p>Am I in a flood-prone area?</p> <p>Am I alone?</p> <p>Is the air I am breathing clean?</p>	<p>Field Trip/ Discussion</p> <p>Hot Seat/ Poster</p> <p>Role Play</p>	<p>Students will explore their school compound and identify exit signs, emergency exit signs, fire extinguishers and assembly points. They will also discuss various safety instructions on equipment, household products, toys, and hygiene products. For example, items that students use every day – e.g. cotton buds (which can be pushed too far into the ear canal), glue, fidget spinner, marble and drinking straw. They will discuss the safety of the environment and the importance of the signs based on what they have observed.</p> <p>Students will create 'Is it Safe?' posters to encourage their peers to stay away from dangerous situations. Posters should depict the danger in a given situation and show a safe alternative. Students will use the posters to create a display or mount them in different areas of the school.</p> <p>Students will be divided into three groups. Each group will identify a dangerous situation that some children find themselves in. Each group will give their situation and another group will role-play how to deal with that situation e.g. running across the road without looking for an oncoming vehicle. Students will respond critically to given situations demonstrating activities that promote safety for self and others.</p>	<p>Students' responses indicate a clear and accurate understanding of the safety of their school environment</p> <p>Posters reflect creativity, an accurate understanding of the dangers in situations and appropriate value/virtue e.g. clear thinking or wisdom</p> <p>Role plays depict appropriate practices to mitigate dangerous situations and effective use of the steps in decision making skill and appropriate value/virtue e.g. wisdom or reason</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>How close is the nearest hospital, fire station or police station?</p> <p>How can I call for help if there is no one nearby?</p> <p>Does anyone know where I am?</p> <p>It is never safe for children to be left alone without supervision.</p>		<p>Reflective questions:</p> <ul style="list-style-type: none"> • How can I keep others and myself safe? • How should I respond in an emergency? • Where should I go in an emergency? 	

SEXUALITY & SEXUAL HEALTH

Grade 1 – Sexuality and Sexual Health – Grade 1 – TERM 2

REGIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
RS SSH1: Demonstrate an understanding that the concept of human sexuality as expressed throughout the life course, is an integral part of every individual	<ol style="list-style-type: none"> 1. Demonstrate an awareness of private parts of the body and recognize that boys and girls are different 2. Respond appropriately to uncomfortable /risky situations 	1. Differentiating Between Sex and Sexuality	1. Human Sexuality	<ul style="list-style-type: none"> • I am a Boy! I am a Girl! • We are Alike but Different • Good Touch Bad Touch
RS SSH2: Analyse the influence of socio-cultural and economic factors as well as personal beliefs on the expression of sexuality and sexual choices	<ol style="list-style-type: none"> 1. Develop the capacity to cope and empathize in real life situations 	2. Sociocultural Influences on Sexual Behaviour	1. Expression of Human Sexuality	<ul style="list-style-type: none"> • Showing that We Care
RS SSH3: 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/AIDS, cervical cancer and STIs and teenage pregnancy	<ol style="list-style-type: none"> 1. Display an awareness of healthy hygiene habits and proper care of the body 2. Display knowledge of habits/behaviours which can protect them from the spread of germs 3. Display tolerance towards others who are perceived to be different e.g. living with persons living with HIV (PLHIV) 4. Demonstrate appropriate health habits to protect themselves and others against the spread of disease 	3. Managing Reproductive Health	1. Protecting My Body	<ul style="list-style-type: none"> • Germ Smart! • I Care for PLHIV
RS SSH4: Utilise 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. Demonstrate awareness of family and school as sources of information on health 	4. Access Sources of Health Information and Services	1. Sourcing Information	<ul style="list-style-type: none"> • I Can Get Help

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, gender and gender identity. One's sexuality also encompasses the many social, emotional and psychological factors that shape the expression of values, attitudes, social roles and beliefs about self and others as being male or female.

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. The role of parents in the development of healthy and safe behaviours should be addressed.
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 STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Circle Time should be used to deliver HFLE.

LINKS TO OTHER SUBJECTS: Integrated Studies

GRADE 1**Theme: Sexuality and Sexual Health**

Module 1:

Differentiating Between Sex and Sexuality

Unit 1:

Human Sexuality

Learning Goals:

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

1. Understand that some parts of the body are private
2. Appreciate the similarities and differences between boys and girls
3. Respond appropriately to uncomfortable/risky situations

Core Values:

Spiritual insights and safeguards – 1. Vision of self and others 2. Sense of the sacred
3. Purpose of life and life-forms 4. Stewards of the environment

Topic 1:

I Am a Boy! I Am a Girl!

Life Skills:

Social: Communication, Refusal

Cognitive: Decision making

Coping: Self-awareness

Values/Virtues:

Appreciation, Self-acceptance, Honesty

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
By the end of the topic students should be able to: <ul style="list-style-type: none"> Analyse the difference between the bodies of males and females Show appreciation for their bodies Demonstrate the ability to use coping skills in recognising who they are as individuals 	<p>Sexuality is about self-image, developing identity, and learning to express ourselves, our wishes and our boundaries.</p> <p>Boys and girls are different. Both boys and girls have sex organs called genitals. A person's genitals determine whether a person is male or female. A boy has a penis and a girl has a vagina. Each body part also has specific functions and we should be aware of the function of each.</p> <p>All persons are equally special and each person can and should be proud of his or her body and body parts.</p>	<p>Discussion</p> <p>Game/ Discussion</p>	<p>In groups, children will use the charts <i>My Body-Girl</i> and <i>My Body-Boy</i> to name their body parts, including their genitals, using the correct names. They will use red circle stickers to identify the differences they observe on each chart and discuss the difference between the body parts of boys and girls.</p> <p><i>Reflective question:</i></p> <ol style="list-style-type: none"> 1. Who am I? 2. How am I different from a male/female? <p>In small groups, students will play a game to guess the correct names of the functions (e.g. urination/defecation) of the various body parts. Have students affirm their sexuality e.g. Girls chant "I am proud to be a girl." and boys chant "I feel great being a boy." They will then discuss how they feel about the different parts of their body.</p>	<p>Students' responses reflect a clear and accurate understanding of the difference between males and females</p> <p>Students' responses accurately reflect use of the steps in self-awareness skill: What are you good at doing?</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
		Creative Expression	<p>In small groups of boys/girls, students will discuss what is special about being a boy/girl and how they feel about who they are. They will then make up a short song or poem to express their thoughts.</p> <p>Reflective questions:</p> <ol style="list-style-type: none"> 1. What do I like about myself? 2. How do I feel about myself? 	<p>and appropriate value/virtue e.g. self-acceptance or appreciation</p> <p>Creative expression demonstrates accurate use of the steps in self-awareness skill: Who/ what influences how you feel in different situations?</p> <p>Display of appropriate value/virtue e.g. honesty or acceptance</p>

GRADE 1**Theme: Sexuality and Sexual Health****Topic 2:****We are Alike but Different****Life Skills:**

Social: Communication

Cognitive: Critical thinking, Creative thinking, Decision making

Coping: Self-awareness, Healthy Self-management

Values/Virtues:**Appreciation, Confidence, Consideration, Humility, Respect,**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic students should be able to:</p> <ul style="list-style-type: none"> Examine similarities and differences among classmates Show respect for similarities and differences between boys and girls Demonstrate coping skills when dealing with people who are similar or different 	<p>Boys and girls are different in several ways. These differences include biological and physical characteristics; however, there are also many similarities between boys and girls.</p> <p>Both boys and girls may like to play the same games and even participate in the same sports.</p> <p>Boys and girls often behave differently. There are things that many boys like and do, such as playing marbles and football. There are things that many girls like and do such as ring games and playing with dolls. Many boys and girls like playing the same games. Boys and girls can do the same jobs at home and school.</p> <p>We must remember that even though we are different we are all special/unique. We, therefore, need to respect everyone, even those who are different from us.</p>	<p>Guided Questioning/ Discussion</p> <p>Group work/ discussion</p>	<p>NOTE TO TEACHER: If students mock other classmates about things they like to do that may not be traditionally associated with being a boy or girl, please speak to students about respecting the differences in others.</p> <p>In small, same-sex groups, boys and girls will share the things they like and do. Students will then identify activities that both boys and girls do together. As a whole group, they will then identify behaviours that are displayed among boys and girls, discussing similarities and differences.</p> <p>Questioning</p> <ul style="list-style-type: none"> ▶ What do boys and girls like to do (separately/together)? ▶ Why do boys and girls often enjoy different things? ▶ How do boys and girls act similarly/ differently? <p>Students will stand in pairs or groups of three. Each student will share one thing they like to do at home and one game/sport they like to play or are interested in. The other students in the group will respond positively eg. "That's nice!", "Great!", "That sounds interesting!" Each student must get a turn to share and respond to students in their group.</p>	<p>Students' responses indicate a clear and accurate understanding of the similarities and differences among themselves and their classmates</p> <p>Students' responses demonstrate a show of respect for similarities and differences</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
		Creative Writing	<p>Reflective question:</p> <ol style="list-style-type: none"> How do I show respect to myclassmates? <p>Using creative writing students will express how they feel about their peers who are both similar and different from them and how they will show respect to all their peers.</p>	Creative writing reflects students' ability to display self-awareness by identifying how they feel in relation to respecting their peers based on similarities and differences

GRADE 1**Theme: Sexuality and Sexual Health****Topic 3:****Good Touch, Bad Touch****Life Skills:**

Social: Communication, Refusal, Assertiveness





Cognitive: Decision making Critical thinking, Problem solvingCoping:

Self-awareness, Healthy Self-management

Values/Virtues:**Courage, Decency, Confidence, Wisdom**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic students should be able to:</p> <ul style="list-style-type: none"> Distinguish between a good touch and a bad touch Examine why some secrets should not be kept Justify why some areas of the body are inappropriate for others to touch Demonstrate the ability to use social skills to protect themselves from inappropriate actions or situations 	<p>Our bodies are made up of many parts. There are parts of our bodies that are <i>private</i>. These include the breasts, vagina, bottom and penis. We wear panties and briefs to cover our <i>private parts</i>. Unless we are being bathed, changed or helped with using the bathroom, our <i>private parts</i> are not to be touched.</p> <p>Even when being bathed, changed or helped with using the toilet we should never be touched in a way that makes us feel uncomfortable or unsafe.</p> <p>Both boys and girls need to learn how to communicate when they <i>do not</i> want to be touched.</p> <p>We need to know how to protect ourselves. It is not okay for other persons to touch our private parts, even if that individual is a member of the family (mother, uncle, brother, father).</p> <p>A good touch is a touch on a body part that makes us feel comfortable.</p>	<p>Discussion / Demonstration</p>	<p>In groups, students will discuss their understanding of a 'good touch' and 'bad touch'. The students will be asked the following questions:</p> <ul style="list-style-type: none"> ▶ What parts of your body are private parts? ▶ If someone touches you in a way that makes you feel bad, angry or hurt, what type of touch is that and what would you do? (Bad touch) ▶ If someone touches you on a private part of your body, what kind of touch is that? (Bad touch) ▶ If someone touches you on a part of your body that is NOT a private part but it makes you feel bad or uncomfortable, what would you do? (Bad touch) <p>Using stuffed animals, students will then demonstrate how to give/receive a comfortable touch and engage in discussion using the following question as a guide:</p> <ul style="list-style-type: none"> ▶ What does it feel like when someone that you love and trust hugs you like we are hugging the stuffed animals? ▶ How would/could you communicate if you experienced an uncomfortable/bad touch from someone you trust? 	<p>Students' responses indicate a clear and accurate understanding of the difference between a good and a bad touch</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria														
	<p>A bad touch is a touch on your private part, as well as a touch on any other part of your body that makes us feel uncomfortable or unsafe. Sometimes a touch can feel good but it is still a bad touch as it is inappropriate.</p> <p>A bad touch must always be reported to a trusted adult.</p> <p>What if they don't believe me? Go tell someone else.</p> <p>Touching, hugging, kissing too, Makes a comfy, happy you. Comfy touch feels warm and safe Comfy touch from a familiar face. Touching, hugging, kissing too, Makes a comfy, happy you.</p> <p>When touch, or hug, or kisses too, Make an uncomfortable, unhappy you. You know what you need to do. Say, "No", Get away, Tell someone too. If touching makes you scared or blue, You now know just what to do.</p> <table border="1"><tr><th colspan="2">Trusted Adults Vocabulary Sheet</th></tr><tr><td>Mommy</td><td>Daddy</td></tr><tr><td>Sister</td><td>Brother</td></tr><tr><td>Grandparent</td><td>Policeman</td></tr><tr><td>Nurse</td><td>Teacher</td></tr><tr><td>Doctor</td><td>Aunt</td></tr><tr><td>Principal</td><td>Pastor</td></tr></table>	Trusted Adults Vocabulary Sheet		Mommy	Daddy	Sister	Brother	Grandparent	Policeman	Nurse	Teacher	Doctor	Aunt	Principal	Pastor	<p>Questioning/ Discussion</p> <p>Visual Aids/ Activity Sheet</p>	<p>Students will engage in a discussion about 'surprises vs secrets' and things that should not be kept a secret. Guided discussion questions:</p> <ul style="list-style-type: none">▶ What is a secret?▶ How do you know when someone tells you a secret that you should tell someone else? <p>Using a PowerPoint or picture cards to show actions, each group of students will determine whether the picture shows an example of something that should not be kept a secret. Students should explain their answers.</p> <p>Using boy/girl charts, students will name the private parts of the body (breast/chest, penis and vagina). Using red and green cartridge paper (green = go, red= stop) they will place the red paper on the areas that represent places on their body that are not okay to be touched. The green paper can be used for areas that are okay to be touched.</p> <p>Students will then demonstrate their ability to identify a safe and unsafe touch by cutting and pasting situation cards in either a Safe/ Comfortable Touch column or an Unsafe/ Uncomfortable Touch column.</p> <p>Activity Sheet 1 -Directions: Cut and Paste cards from Activity Sheet 2 onto this Activity Sheet (1) in the appropriate column.</p>	<p>Students' responses reflect a clear and accurate understanding of secrets that should not be kept with valid reasons supporting their response</p> <p>Students' responses reflect an accurate understanding of parts of the body that should not be touched</p> <p>Justification reflects appropriate value/ virtue e.g. respect or decency and provide valid reasons why some places on their body are not okay to be touched</p>
Trusted Adults Vocabulary Sheet																		
Mommy	Daddy																	
Sister	Brother																	
Grandparent	Policeman																	
Nurse	Teacher																	
Doctor	Aunt																	
Principal	Pastor																	

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>It is important to note, however, that sometimes adults we trust also make us feel uncomfortable. When this happens, we must not keep it a secret, even if they ask us to.</p> <p>Children should never be asked to keep secrets, as this can be dangerous. When adults are doing something bad, they tend to ask children to keep things a secret. Some predators also prey on children and depend on them to keep their secrets. They may even threaten children in different ways to keep them silent.</p> <p>Children should be taught the difference between 'surprises' and 'secrets'. Surprises should be fun and everyone should know about them soon while 'secrets' are expected to be kept from everyone forever.</p>	Role-play/ Visual Art	<div> <div>Safe Comfortable Touch </div> <div>Unsafe Uncomfortable Touch </div> </div> <p>Activity Sheet 2- Directions: Cut and Paste onto the columns on Activity Sheet 1</p> <div>   </div> <p>Students will then discuss why these areas identified are considered areas that are inappropriate to touch. Reflective Question; What would I do if someone touched me inappropriately?</p> <p>Students will then be given different scenarios to role-play "NO-GO-TELL" or create a "NO-GO-TELL" poster (to be displayed at school) showing different scenarios in which they should apply refusal skill to protect themselves from bad/uncomfortable/inappropriate touch or unsafe situations.</p> <p>Encourage Parental involvement: Students should be encouraged to show and discuss the steps to keeping safe with their parents/guardians.</p>	<p>Creative expressions illustrate students' proficiency in the use of the steps in refusal skill to protect themselves from bad/uncomfortable/inappropriate touch or unsafe situations</p> <p>Appropriate value/virtue e.g. wisdom displayed in role play/poster</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

Family, religion, culture, technology – including media – and peers influence behaviours of children. Students will acquire knowledge and skills that will assist them in understanding how to make positive decisions that 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. The role of parents in the development of healthy and safe behaviours should be addressed.
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 STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Circle Time should be used to deliver HFLE.

LINKS TO OTHER SUBJECTS: Integrated Studies

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>them to see how they feel, give them flowers, make a card or buy a gift.</p>	<p>Story Writing</p>	<p>Students will create a story (which can include pictures) about how they would treat a classmate/friend who has been suffering from an illness for some time. They can include songs they would sing, gifts they would take and thoughts they would share.</p>	<p>Stories demonstrate effective use of the steps in empathy skill and appropriate value/virtue e.g. caring or sensitivity</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 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. The role of parents in the development of healthy and safe behaviours should be addressed.
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 STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Circle Time should be used to deliver HFLE.

LINKS TO OTHER SUBJECTS: Integrated Studies

GRADE 1**Theme: Sexuality and Sexual Health**

Module 3:

Managing Reproductive Health

Unit 1:

Protecting My Body

Learning Goals:

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

1. Understand the different ways that germs can be transmitted.
2. Appreciate the importance of showing support to persons who are ill.
3. Apply appropriate health habits to protect themselves and others against the spread of disease.

Core Values:**Spiritual insights and safeguards – 1. Vision of self and others 2. Sense of the sacred****3. Purpose of life and life-forms 4. Stewards of the environment****Topic 1:****Germ Smart!****Life Skills:**

Social: Advocacy

Cognitive: Decision making

Coping: Healthy Self-management, Self-awareness

Values/Virtues:**Responsibility, Caring, Cleanliness**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic students should be able to:</p> <ul style="list-style-type: none"> • Examine ways in which germs are transmitted • Commit to preventing the spread of germs by being clean • Demonstrate the ability to use healthy self-management skill to prevent the spread of diseases 	<p>Some illnesses can be passed from one person to another. These illnesses are caused by germs.</p> <p>Germs are very tiny and can only be seen with a microscope. They can be passed from one person to another (e.g., via sneezing, coughing, touching) and can cause illness.</p> <p>Germs that can be passed from one person to another are either contagious or not contagious. Those that are contagious can be passed from one person to another through coughing, sneezing and touching</p>	Discussion/Questioning	<p>Students will pass around a ball that is coated with Vaseline and pencil shavings. Teacher will explain to students that the things on the ball represent some germs that they pick up when they touch things that are dirty like balls or other playground equipment. (Afterwards, they will want to wash their hands!) Students will then discuss how germs were transmitted in the activity and what they can do to prevent the spread of germs. They will be asked to share things that they have done in the past that may have passed on germs.</p> <p><i>Reflective question:</i></p> <ol style="list-style-type: none"> 1. Do any of my actions cause me to transmit germs? 	Students' responses reflect a clear and accurate understanding of how germs are transmitted

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	(flu, strep throat, cold). Those that are not contagious cannot be passed to someone else through coughing, sneezing, or touching, e.g. HIV.	ICT/Creative writing	<p>Students will watch a video on how germs are spread (https://www.youtube.com/watch?v=NoxdS4eXy18) They will then create an individual or group booklet, which will demonstrate actions they will take to prevent the spread of germs through cleanliness. Each page of the booklet should list one healthy behaviour, illustrate the behaviour, and include information about the behaviour and why this behaviour is important to prevent the spread of germs.</p> <p>Students will assemble their work into a booklet with cover pages. They will design a cover and give their booklet a title. If time permits, the students could read their booklets to other students.</p> <p><i>Reflective question:</i></p> <ol style="list-style-type: none"> 1. How can I prevent the spread of germs? <p>Possible responses: Healthy Habit One: Washing hands before eating will prevent the children from getting germs in their mouth or on their food from dirty hands. Healthy Habit Two: *When you cough, do it right. Cough into your clothes on your arm.</p>	Booklets accurately demonstrate proficiency in the use of the steps in healthy self-management skill to choose healthy behaviours that demonstrate cleanliness
		Creative Art	<p>THINGS I WILL DO AT SCHOOL/ HOME TO STAY HEALTHY Chart: What can I do to stay healthy? In groups, students will create a Healthy Practices Chart that will illustrate what they will do in their home or school to prevent the spread of germs. Over an extended period, they will share with the class their progress in sticking to these activities.</p>	Students' responses on the chart reflect effective use of the steps in healthy self-management skill and appropriate value/virtue e.g. responsibility to prevent the spread of germs

GRADE 1**Theme: Sexuality & Sexual Health****Topic 3:****I Care for PLHIVs****Life Skills:***Social:* Empathy, Advocacy*Cognitive:* Critical thinking, Decision making*Coping:* Self-awareness, Healthy self-management**Values/Virtues:****Compassion, Love, Kindness, Care, Concern, Support**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> Describe ways in which HIV cannot be transmitted Justify the need to show positive attitudes toward persons living with and affected by HIV Demonstrate empathy skill toward persons infected/affected by HIV 	<p>HIV and AIDS are not the same. HIV is a virus while AIDS is the disease caused by the virus HIV.</p> <p>HIV is a virus that reduces the body's ability to fight illnesses and leads to AIDS.</p> <p>HIV is an especially dangerous virus because it attacks the immune system and takes away its power. Without a strong immune system, viruses and other germs can get make us very sick.</p> <p>AIDS is a disease that develops in people who have HIV when their immune system gets so weak that they cannot fight diseases or infections without medicine.</p> <p>HIV and AIDS cannot be cured. People can live with HIV for many years if they take good care of themselves and get proper treatment.</p> <p>You cannot tell if a person has HIV from looking at him or her.</p> <p>HIV is spread:</p> <ul style="list-style-type: none"> Through infected blood from unclean or unsterilized objects that cut the skin, for example, needles or razor blades 	Brainstorming/ Story-telling	<p>NOTE TO TEACHER: Students diagnosed with HIV have a right to privacy and a free appropriate public education. They are entitled, by law, to confidentiality about their HIV status, HIV-related illness, or information that can reasonably be used to identify them as having HIV.</p> <p>Teacher will write the acronym 'HIV' on the board. Students will be asked to share what they know about the virus and how it can be passed from one person to another. Teacher will clarify misconceptions where necessary with the aid of the Animals to the Rescue Comic Book.</p> <p>Students will be selected to read the speech bubbles for the various characters on pages 3 to 4 to learn about the difference between HIV and AIDS and how HIV can be transmitted. They will then be placed in small groups to answer the following questions:</p> <ul style="list-style-type: none"> ▶ How is HIV different from AIDS? ▶ How can you get HIV from another person? ▶ What are some of the ways that we cannot spread HIV? <p>NOTE TO TEACHER: Be careful <u>not</u> to discuss sex at this age. Teach students that some body fluids carry the virus and should not be interacted with/played with. e.g. blood</p>	Students' responses reflect a clear and accurate understanding of how HIV cannot be transmitted

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>HIV is not spread through contact with saliva, tears or by touching someone.</p> <p>Only a parent, guardian or other responsible adults, such as a grandparent, nurse or doctor should give medicine to children. Some medicines have to be ordered by a doctor, who writes a prescription. If people take medicines prescribed for someone else, they could get sick. We are all created as special beings and must therefore treat each other with dignity, respect and love.</p> <p>All children/persons should be treated with love and respect.</p> <p>People with HIV/AIDS, and other illnesses, need love, care and support too.</p> <p>HIV+ children have a right to an education just like persons with other illnesses.</p> <p>We need to show love to persons with HIV or any other life-threatening illness.</p> <p>Be sensitive to the fact that students come from a variety of economic, ethnic, and cultural backgrounds. Not all students will have a private paediatrician and some may utilise clinics and hospitals as a source of primary care, while other students may utilize alternative healing practices.</p>	<p>ICT/Discussion</p> <p>Dramatisation</p>	<p>Students will watch "Corey's Story" and in small groups discuss what they would do if they met Corey and why Corey or any other person living with HIV/AIDS needs love and support.</p> <p>Reflective Question- If I had HIV, how would I like to be treated?</p> <p>Students will be divided into groups and given different scenarios to dramatise how they would treat someone that is living with HIV or AIDS (make smiley face cards, sing for them or tell them funny stories).</p> <p>Reflective Questions:</p> <ol style="list-style-type: none"> How can I assist someone who is HIV positive? How can I ask my family to help someone who is HIV Positive? <p>Scenarios for Dramatization:</p> <p>Scenario 1: Jonelle is in school and suddenly feels dizzy. She sits down in the middle of the crowded hall. How can other children help her?</p> <p>Scenario 2: Tony and Juanita are not well and did not come to school last week. Through guided discussion, allow students to come up with ways in which they can help Tony and Juanita feel good about themselves.</p> <p>Scenario 3: Children in a school hear that Tina has HIV. Some children begin to tease Tina and refuse to play with her or sit next to her. How can other children help Tina? Discuss how they would respond to people who treated that person badly. Have students demonstrate positive things they can do to help someone living with HIV.</p> <p>Reflective Questions:</p> <ol style="list-style-type: none"> Am I prepared to love someone with HIV? How do I show it? 	<p>Students' responses in discussion provide accurate justification of the need to show positive attitudes towards persons living with HIV/AIDS</p> <p>Dramatization reflects appropriate value/virtue e.g. compassion or support and proficiency in the use of the steps in empathy skill to show care or compassion to persons living with HIV/AIDS</p>

THEME: SEXUALITY AND SEXUAL HEALTH

MODULE 4: ACCESS SOURCES OF HEALTH INFORMATION AND SERVICES

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

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. The role of parents in the development of healthy and safe behaviours should be addressed.
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 STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Circle Time should be used to deliver HFLE.

LINKS TO OTHER SUBJECTS: N/A

Theme: Sexuality and Sexual Health

Access Sources of Health Information and Services

Sourcing Information

By the end of the unit student should be able to:

1. Understand where to go for health information.
2. Appreciate the importance of family and school as sources of health information.
3. Apply appropriate skills to access health information.

Spiritual insights and safeguards – 1. Vision of self and others 2. Sense of the sacred

3. Purpose of life and life-forms 4. Stewards of the environment

I Can Get Help

Social: Communication

Cognitive: Decision making, Problem solving, Critical thinking

Coping: Self-awareness, Healthy Self-management

Courage. Reason. Wisdom

Objectives	Points to Notes/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
By the end of the topic, students should be able to:	We should encourage everyone including children to be alert in the neighbourhood.	Writing	In groups, students will be given various scenarios to explain who they would go to for help in the given situation. Students will work together to create a directory of persons to contact in case of illness and other unsafe situations (if they are lost or if someone has hurt them).	Students' responses indicate a clear and accurate understanding of the appropriate places and persons that can provide help in different circumstances
<ul style="list-style-type: none"> • Examine how to get help to address health-related issues • Justify the importance of asking for help • Demonstrate appropriate social skills in asking for help 	<p>Sometimes we need help:</p> <ol style="list-style-type: none"> 1. When my safety and security are threatened. 2. When I don't feel comfortable about an event or situation. 3. When I don't know where I am <p>There are places I can go to get help.</p> <p>It is good to ask my parents for help. I can also ask the right person at my school, church or health centre for help.</p>	Story-telling	<p>Reflective Question:</p> <ol style="list-style-type: none"> 1. Am I able to seek help from someone I trust? <p>Students will listen to a story about a little boy or girl who needed help from a trusted adult. In groups, students will share reasons why it is important for the character in the story to get help. They will also give examples of other situations in which children should ask for help, giving reasons for their answers.</p>	Students' responses indicate the ability to think critically to provide valid reasons why asking for help is important

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
		Simulation	<p>Students will create drawings of the adults they trust, within and outside their family circle, from whom they would seek help. They can refer to the Trusted Adults Vocabulary Sheet (mommy, daddy, aunty, teacher, policeman, guidance counsellor, pastor) from the teacher. In pairs, they will then take turns asking one of their trusted adults for help. Teacher will observe and help coach students. One group can be asked to demonstrate for the class.</p> <p>Reflective Questions:</p> <ol style="list-style-type: none"> 1. What can I do to protect myself? 2. How confident am I in talking to a trusted adult? 	<p>Simulations reflect proficiency in the use of the steps in communication skill and appropriate value/virtue e.g. reason or clear thinking</p>
		Role Play	<p>In small groups, students will role-play how they would access help in response to various scenarios given by the teacher.</p> <p>Reflective Questions:</p> <ol style="list-style-type: none"> 1. Am I prepared to ask for help? 2. How do I access the information I need? 	<p>Students effectively utilise the steps in communication skill to access help and display appropriate value/virtue e.g. courage</p>

APPROPRIATE EATING & FITNESS

Appropriate Eating and Fitness – Grade 1 – TERM 3

REGIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
RS AEF1: Demonstrate the capacity to make healthy food and eating choices throughout the life cycle to reduce the risk factors associated with the development of chronic diseases.	1. Demonstrate the ability to choose and eat healthy foods. 2. Demonstrate basic hygiene and food handling practices. 3. Explain why our bodies need food. 4. Demonstrate beginning knowledge of healthy foods and empty calorie foods	1. Making Healthy Choices	1. Healthy Eating	<ul style="list-style-type: none"> The Foods We Eat Clean Food = Clean Me
RS AEF2: Demonstrate an understanding of fitness and its relationship to good health and quality of living.	1. Engage in various activities for health, fun and development of healthy muscles and motor skills. 2. Demonstrate an awareness of safe behaviours during physical activity.	2. Good Health and Quality Living	1. Keeping Active	<ul style="list-style-type: none"> Physical Activity Keeps My Body Healthy Playing Safe
RS AEF3: Analyse the influence of socio-cultural and economic factors, as well as personal beliefs on lifestyle choices related to eating and physical activity.	1. Recognise that there is a relationship between the foods eaten and physical activity. 2. Make appropriate choices for eating and physical activity. 3. Demonstrate awareness of cultural and religious factors that influence eating and physical activity.	3. Factors Influencing Eating and Physical Activity	1. Factors Affecting Eating and Physical Activity	<ul style="list-style-type: none"> What Influences My Food Choices?
RS AEF4: Develop knowledge and skills to access age-appropriate sources of information, products, and services related to eating and physical activity.	1. Source information on eating and physical activity from family and school.	4. Sourcing Information	1. Access Accurate Health-related Information	<ul style="list-style-type: none"> Where Do I Go?

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. The role of parents in the development of healthy and safe behaviours should be addressed.
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 STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Circle Time should be used to deliver HFLE.

LINKS TO OTHER SUBJECTS: Integrated Studies

GRADE 1**Theme: Appropriate Eating and Fitness**

Module 1:

Making Healthy Choices

Unit 1:

Healthy Eating

Learning Goals:

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

1. Understand the importance of making healthy food and eating choices.
2. Appreciate the selection of healthy foods among family and peers.
3. Apply appropriate skills to maintain a healthy and balanced diet.

Core Values:

**Spiritual insights and safeguards – 1. Vision of self and others 2. Sense of the sacred
3. Purpose of life and life-forms 4. Stewards of the environment**

Topic 1:**The Foods We Eat****Life Skills:**


Social: Communication

Cognitive: Decision making

Coping: Healthy Self-management

Values/Virtues:**Care, Discipline, Moderation Self-control, Sacrifice**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> • Categorise foods as healthy or unhealthy • Summarise the components of a balanced meal • Promote healthy foods to take proper care of their body • Demonstrate the ability to use coping skills to make healthier food choices 	<p>Foods do different things for the body</p> <ol style="list-style-type: none"> 1. Go Foods: give energy (Staples, Fats and Oils) 2. Grow Foods: help us to grow healthy (Food from Animals, Legumes and Nuts) 3. Glow Foods: help with healthy nails, skin and hair (Fruits and Vegetables) <p>We need to maintain a healthy and balanced diet by eating a variety of foods from different food groups.</p> <p>Food Groups The major food groups include:</p> <ul style="list-style-type: none"> • staples such as corn, tubers, rice and plantain; • vegetables; 	Stimulus Activity	<p>Students will listen and sing along to the following song called Healthy Food Vs Junk Food (https://www.youtube.com/watch?v=fE8lezHs19s). In groups, students will then select a variety of foods (plastic foods/ pictures) from a bag and place them in the appropriate box labelled healthy or unhealthy. Teacher will facilitate discussion on what makes the foods unhealthy vs healthy and clarify where necessary.</p> <p>Examples of foods are:</p> <ul style="list-style-type: none"> – Fruits/Vegetables – Nuts/Peas – Milk/Cheese – Canned foods – Water – Fried chicken & French fries – Chips – Soda/sugary drinks – Donuts – Sweets 	Students' responses depict a clear and accurate understanding of foods that are considered healthy or unhealthy

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<ul style="list-style-type: none"> fruits; fats and oils including fat-rich foods such as avocado and coconut; animal-source foods including fish, meat, eggs and dairy products; legumes and nuts <p>Some foods are not good for us as they do not give the nutrients needed for healthy growth e.g. chips, sodas and bag juice. Too much fast food is also not good for our bodies.</p> <p>Moderation Moderation means not eating too much of any food, especially junk food. Too much food is not good for us as it can make us sick or weigh too much.</p>  <p>Combining foods from different food groups increases the amounts of nutrients present in our meals and is called the multi-mix principle.</p>	<p>Creative Art/ Discussion</p> <p>Creative Art/ Gallery Walk</p> <p>Self-assessment</p>	<p>In groups, students will conduct a creative kitchen display to combine foods from different groups to prepare a balanced meal for breakfast, lunch or dinner. Teacher will then show and explain the Food Based Dietary Guideline chart to help determine how much of each food group is present and what is missing. Students will talk about the benefits of water and the recommended daily allowance. Teacher will clarify where necessary.</p> <p>Students will discuss the benefits of eating healthy foods. In groups, they will then create posters promoting healthy foods to eat. They will create a gallery using classroom walls to display their posters. Groups will take turns promoting their poster and stating why people should eat healthy to care for their bodies.</p> <p>On a handout, students will list foods they eat regularly for breakfast, lunch or dinner. They will then identify the unhealthy foods in their diet and suggest alternatives they could eat to ensure a healthy and balanced diet. Students will then be placed in pairs to monitor what they eat for lunch. A 'Healthy Eater' Chart will be placed on the wall in the classroom and students will receive a star each day for eating a healthy meal. They will also be encouraged to eat healthy meals at home and will use their handout with the suggested alternatives to their diet as a guide. Teacher will provide students with a daily log to track their diet for a period.</p> <p>Reflective Questions:</p> <ol style="list-style-type: none"> How will unhealthy eating affect me? What can I do to eat healthy foods? 	<p>Students' responses reflect a clear and accurate understanding of the components of a balanced meal</p> <p>Posters demonstrate creativity and accurately reflect the promotion of healthy foods, proficient use of advocacy skill and appropriate value/ virtue e.g. care</p> <p>Chart and students' logs reflect effective use of healthy self-management skill and appropriate value/ virtue eg. self-control or discipline to make healthier food choices</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>have a cold.</p> <ul style="list-style-type: none"> ▶ Food storage: ensure food is covered (to protect it from flies). ▶ Washing fruit and vegetables before cooking or consuming them. ▶ Proper hygiene: wash utensils and chopping boards in warm, soapy water. ▶ Ensure our eating area is clean. <p><i>Dangers of consuming contaminated foods</i> When food becomes contaminated, it can make us sick. Depending on the source and level of contamination, the effects of contaminated food can cause symptoms such as cramps, nausea, diarrhoea, vomiting, nerve damage, allergies and paralysis.</p>	Poster	<p>Students will create a poster to advocate for safe food handling practices. Representatives from the class will present the poster in devotion to sensitise the staff about the importance of safe food handling practices.</p> <p>Reflective Question:</p> <ol style="list-style-type: none"> 1. How can I help to educate my friends and family members about food safety? 	Poster reflects competence in the use of the steps in advocacy skill and appropriate value/virtue e.g. cleanliness

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 living.

About the Module

Students will develop skills that will help them to make choices in favour of 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. The role of parents in the development of healthy and safe behaviours should be addressed.
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 STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Circle Time should be used to deliver HFLE.

LINKS TO OTHER SUBJECTS: Integrated Studies

GRADE 1**Theme: Appropriate Eating and Fitness**

Module 2:

Good Health and Quality Living

Unit 1:

Keeping Active

Learning Goals:

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

1. Understand the value of physical activity (exercise, sports, and games).
2. Appreciate the importance of safety precautions when engaging in physical activities.
3. Apply appropriate skills to keep their bodies healthy and fit.

Core Values:

Spiritual insights and safeguards – 1. Vision of self and others 2. Sense of the sacred
3. Purpose of life and life-forms 4. Stewards of the environment

Topic 1

Physical Activity Keeps My Body Healthy

Life Skills:

Social: Communication, Assertiveness

Cognitive: Decision making

Coping: Self-awareness, Healthy Self-management

Values/Virtues:

Appreciation, Self-discipline, Commitment

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> • Examine the concept of physical activity • Justify the benefits of physical activities • Demonstrate the ability to use coping skills to increase physical activity 	<p>What is physical activity? Physical activity includes anything that gets you moving, such as walking, dancing, running, or even working in the yard. Physical activity is healthy. It is important to help keep your mind and body in shape.</p> <p>Physical activity such as exercise, sports and games are good for you.</p> <p>Regular physical activity, such as exercises, individual sports and group/team games, is important as it helps the body to be strong, increases energy and reduces weight and stress. Physical activity makes your heart happy, your muscles strong, keeps you flexible and improves your balance.</p>	<p>Demonstrations</p> <p>Debate/ Personal action</p>	<p>Students will brainstorm the phrase "<i>Stick to healthy activities</i>" and discuss the concept of physical activity. They will then be placed in groups and to demonstrate:</p> <ul style="list-style-type: none"> ▶ Aerobic activity (walking, skipping, running, dancing etc.) ▶ Strengthening activity (jumping, squats, push/pull-up etc.) ▶ Flexibility activity (stretching) ▶ Balancing activity (walking in a straight line, standing on one leg) <p>Students will play the "For or Against" game. Teacher will give reasons for not engaging in physical activity while students collaborate in groups and counter the teacher's arguments by giving at least one benefit of physical activity. Students will then compete in groups to do some jumping jacks, push-ups,</p>	<p>Students' responses reflect a clear and accurate understanding of the concept of physical activity</p> <p>Students' responses in discussion outlined at least one accurate benefit of physical activities and appropriate value/virtue e.g.</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Some activities are not healthy e.g. watching too much TV or spending too much time playing computer games. These activities require little or no physical activity. Lack of exercise can cause health problems.</p> <p>Self- Discipline Self-discipline is a process of shaping my behaviour one good habit at a time.</p>	Physical Activity/ Reflection	<p>skipping or dancing off for 5-10 minutes. Students discuss how they feel after completing those activities versus before they did them.</p> <p>Students will discuss how much time they spend indoors watching television, playing video games or doing other activities that do not involve physical activity. They will discuss the consequences to their health. In their journals, students will then write one physical activity they will do at home regularly. Students will be given a log to record how often they engage in the activity they selected.</p> <p>Reflective Questions:</p> <ol style="list-style-type: none"> 1. How physically active am I? 2. What can I do to become more physically active? 	<p>appreciation</p> <p>Physical activity log reflects effective use of healthy self-management skill and appropriate value/virtue e.g. commitment</p>

Theme: Appropriate Eating and Fitness

Playing Safe

Social: Communication, Interpersonal, Negotiation
Cognitive: Decision making, Creative thinking
Coping: Self-awareness, Healthy Self-management

Prudence. Responsibility. Wisdom.

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> • Relate rules for keeping safe while engaged in physical activity or sports • Propose safety precautions for participating in physical activities • Demonstrate the ability to use cognitive skills to keep safe when engaging in physical activities or sports 	<p>When we participate in any physical activity and play sports, we must take precautions to ensure our safety.</p> <p>There are safety rules for all exercise programmes:</p> <ul style="list-style-type: none"> ▶ Warm-up thoroughly before you exercise and cool down afterwards ▶ Wear proper shoes, socks, a shirt/blouse, and shorts/pants. These should fit properly and allow for freedom of various types of movements ▶ Drink water while you exercise ▶ Practice universal precautions: routine procedures for infection control, such as hand washing and using gloves to prevent cross-contamination of the hands <p>Often we play in teams. This helps us to learn to work together and improve our communication and our collaborative skills.</p>	<p>Resource Person/ Discussion</p> <p>Pair-Share</p>	<p>Students will watch a presentation from a physical education teacher, sports medicine practitioner or athlete as they demonstrate proper ways to use sports equipment and how to execute proper techniques when participating in sports/physical activities.</p> <p>Students will then relate the safety rules and explain why it is important to follow them.</p> <p>Reflective Questions:</p> <ol style="list-style-type: none"> 1. How can I improve on safety at play? <p>In pairs, students will develop one safety rule for a sport displayed on a card. They will then discuss how players can practice safety precautions before, during and after the game; e.g. they had to warm up before playing the game, they wore safety gear: gloves, shin guards and safety vests throughout the game.</p>	<p>Students' responses depict a clear and accurate understanding of the necessary precautions when participating in sports/physical activities</p> <p>Students' responses reflect appropriate value/virtue e.g. prudence or responsibility</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
		Field Exercise	Students will choose a physical activity they can do with their peers from the activity wall. Activities can be completed during outdoor play of PE sessions. Teacher and peers will observe whether students were able to practise safety rules during the activity.	Students' actions during activity demonstrate effective use of decision-making skill and appropriate value/virtue e.g. responsibility or wisdom to keep safe during physical activity

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 physical activity.

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. The role of parents in the development of healthy and safe behaviours should be addressed.
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 STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Circle Time should be used to deliver HFLE.

LINKS TO OTHER SUBJECTS: Integrated Studies

GRADE 1**Theme: Appropriate Eating and Fitness**

Module 3:

Factors Influencing Eating and Fitness

Unit 1:

Factors Affecting Eating and Physical Activity

Learning Goals:

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

1. Understand that various factors influence eating and fitness.
2. Appreciate the importance of physical activity and a healthy lifestyle.
3. Apply appropriate skills in relation to eating healthy and physical activity.

Core Values:

Spiritual insights and safeguards – 1. Vision of self and others 2. Sense of the sacred
3. Purpose of life and life-forms 4. Stewards of the environment

Topic 1:**What Influences My Food Choices?****Life Skills:**

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

Values/Virtues:**Commitment, Self-control, Wisdom**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
By the end of the topic, students should be able to:	<p>Healthy Foods We need to make healthy food choices by eating foods from different food groups e.g., staples, food from animals, vegetables, etc.</p> <p>Unhealthy Foods Some foods are not good for us as they do not give the nutrients needed for healthy growth e.g. Cheese Trix or bag juice. Too much fast food is not good for our bodies.</p> <p>We can be healthier by:</p> <ol style="list-style-type: none"> 1. Eating foods from the different food groups 2. Eating meals on time 3. Drinking water instead of sodas and sugary drinks 4. Doing physical activities every day 	<p>Story-telling/ Discussion</p> <p>Scenario / Discussion / Chart</p>	<p>Students will listen to teacher made story of a king who ate healthily and grew to be very healthy and strong. They will flex their muscles to show strength when they hear foods in the story that will make us strong and bend down as if in pain when they hear foods that are not good for us. They will then discuss the relationship between eating healthy and fitness.</p> <p>Students are given scenarios that speak to people not being able to eat the right foods because of different circumstances e.g. poverty, climate/weather, illness etc. Students will complete a chart showing the different factors that influence their food choices. Students will then share how they feel about what influences their food choices. Teacher will clarify and make referrals where necessary.</p>	<p>Students' responses indicate a clear and accurate understanding of the relationship between eating healthy and fitness</p> <p>Students' responses reflect self-awareness in identifying their feelings about influences on their food choices</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	Factors that may affect our food choices include: Lack of education concerning nutrition, availability of food, poverty, allergies, cost, time, taste, hunger, culture and income	Journal	<p>Students will create and complete a table in their journals entitled: Foods I Should Eat More Of and Factors That May Prevent Me From Eating Them. Students will commit to eating healthy and sticking to the foods in their table. For a period, they will monitor their progress in their journal. Teacher will ask the students to share their progress at intervals.</p> <p>Reflective question: What influence my food choices?</p>	Journal entries reflect proficient use of the steps in decision making skill and appropriate value/virtue e.g. commitment or self-control

THEME: APPROPRIATE EATING AND FITNESS

MODULE 4: SOURCING INFORMATION

Develop knowledge and skills to access age- appropriate sources of information, products, and services related to eating and physical activity.

About the Module

Students should be capable of identifying and accessing age-appropriate information, products and services relating to eating and fitness from reliable 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. The role of parents in the development of healthy and safe behaviours should be addressed.
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 STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Circle Time should be used to deliver HFLE.

LINKS TO OTHER SUBJECTS: N/A

GRADE 1**Theme: Appropriate Eating and Fitness**

Module 4:

Sourcing Information

Unit 1:

Accessing Accurate Health-related Information

Learning Goals:

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

1. Understand where to access age-appropriate sources of information, products, and services related to appropriate eating and physical activity.
2. Appreciate knowledge about sourcing nutrition-related information.
3. Apply appropriate life skills to access health-related information.

Core Values:

**Spiritual insights and safeguards – 1. Vision of self and others 2. Sense of the sacred
3. Purpose of life and life-forms 4. Stewards of the environment**

Topic 1

Where Do I Go?

Life Skills:

Social: Communication, Advocacy

Cognitive: Critical thinking, Decision making

Coping: Healthy Self-management

Values/Virtues:

Care, Wisdom, Reason

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
By the end of the topic, students should be able to:	Students must be able to locate and utilize accurate age-appropriate resources within the community that will improve their knowledge of physical activity and health. This is an essential part of wellness. Students are better able to make responsible decisions when they are informed.	Research / Discussion	Prior to class, students will be given a question related to nutrition or physical activity and a specific source to use to research the answer to the question (e.g. the library, newspaper, a healthcare provider, Ministry of Health and Wellness and the internet). In class, they will present their answer and discuss how they accessed the information. Teacher will facilitate discussion as students share all the sources they used.	Students' responses reflect a clear and accurate understanding of the different sources that provide information on eating and physical activity
<ul style="list-style-type: none"> • Relate ways in which information on eating and physical activity can be accessed • Examine food labels to learn about nutritional information of products they eat • Demonstrate the ability to use cognitive or coping 	<p>There are different places to get information about healthy eating and physical activity:</p> <ol style="list-style-type: none"> 1. School (teacher, library, internet, resource centre) 2. Home (parent, television, radio, newspaper) 	Video Presentation/ Discussion/ Game	Students will watch a video on food labels called 'Your Food Is trying To Tell You Something' (https://www.youtube.com/watch?v=RxiqPwrVFXQ). Teacher will facilitate a discussion and focus on sugars and fats. Students in their groups will then play a game called 'From the Label to the Table!' where they	Students' responses reflect a willingness to examine food labels to learn about nutritional information of food products and appropriate value/

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
skills to select appropriate food products based on nutritional information	<p>3. Health facilities and personnel (clinics, hospitals, doctors, nurses)</p> <p>Reading food labels is also an important way to access the nutritional information of products we consume.</p>	Game/ Reflective Questioning	<p>will stand in front of an empty food plate and select a tinned food or snack from a bag. They will then read the food label and put the food on their plate to eat based on the information about the sugar and fat content. (Note: teacher should ensure a wide variety of products or labels of products are included in the bag).</p> <p>Reflective Questions:</p> <ol style="list-style-type: none"> 1. How healthy are the foods I eat? 2. Why should I read the food labels of the products I eat? <p>Students will then be asked to read the labels of the foods (including snacks) they eat at home or school and play the same game. They will be asked to make a choice to eat the food based on the food label. They will report back to the class.</p> <p>Reflective Question:</p> <p>What unhealthy foods do I need to eat less of?</p>	<p>virtue eg. care</p> <p>Students' reports indicate effective use of decision making or healthy self-management skill to select appropriate food products based on nutritional information</p>

MANAGING THE ENVIRONMENT

Managing the Environment – Grade 1 – TERM 3

REGIONAL STANDARDS	CORE OUTCOMES	MODULES	UNITS	TOPICS
RS ME1: Demonstrate an understanding of the inter-relationships of a sustainable natural environment.	<ol style="list-style-type: none"> 1. Appreciate the beauty of the natural environment. 2. Recognize the impact of individual actions on the environment. 	1. Maintaining My Environment	1. Our Environment is Everything Around Us	<ul style="list-style-type: none"> • Discovering Life (Threatened Species)
RS ME2: Demonstrate an understanding of the environmental threats to the health and well-being of students, families, schools, and communities	1. Demonstrate the ability to keep the the environment healthy for self, family and school.	2. Environmental Threats	1. How Human Actions Affect the Environment	<ul style="list-style-type: none"> • A Clean Environment is a Healthy Environment • Defenders of the Environment • Natural Disasters
RS ME3: 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"> 1. Develop awareness of the various types of waste generated within the home and community. 2. Engage in appropriate actions to sustain a healthy environment. 	3. Health and Wealth	1. Keeping My Environment Healthy	<ul style="list-style-type: none"> • Pollution Free • Water Conservation – Every Drop Counts
RS ME4: 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.	1. Develop awareness of key disease vectors in home and school	4. Sustaining the Environment	1. Man and His Environment	<ul style="list-style-type: none"> • Vector Disposer
RS ME5: Develop knowledge and skills to access age-appropriate sources of information, products, and services related to managing the environment.	1. Source information on managing the environment from family and school	5. Sources of Information	1. Organizations Protecting the Environment in Jamaica	<ul style="list-style-type: none"> • Agencies Dealing with Disaster Preparedness and Management

THEME: MANAGING THE ENVIRONMENT
MODULE 1: MAINTAINING MY 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 role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. The role of parents in the development of healthy and safe behaviours should be addressed.
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 STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Circle Time should be used to deliver HFLE.

LINKS TO OTHER SUBJECTS: Integrated Studies

GRADE 1**Theme: Managing the Environment**

Module 1:

Maintaining My Environment

Unit 1:

Our Environment is Everything Around Us

Learning Goals:

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

1. Understand the importance of endangered and threatened plant/animal species conservation.
2. Appreciate that their actions can help to create a healthier environment for self and others around them.
3. Apply appropriate skills to share with others the natural beauty of the environment.

Core Values:

Spiritual insights and safeguards – 1. Vision of self and others 2. Sense of the sacred
3. Purpose of life and life-forms 4. Stewards of the environment

Topic 1:**Discovering Life (Threatened Species)****Life skills:**

Social: Communication, Advocacy

Cognitive: Critical thinking, Problem solving

Coping: Self-awareness, Healthy Self-management

Values/Virtues:**Concern, Wisdom, Consideration, Care, Appreciation**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the unit, students should be able to:</p> <ul style="list-style-type: none"> Classify species as threatened, endangered or extinct Express the importance of protecting our threatened or endangered species and their habitats Demonstrate problem-solving skills to minimize the dangers affecting threatened 	<p>It has been estimated that a fifth of the world's mammals, birds, reptiles and fish are in imminent danger of becoming extinct.</p> <p>Threatened Species (TS): An animal or plant species whose population size is decreasing so that it is at risk of becoming endangered.</p> <p>Endangered Species (EnS): A species whose population numbers are so small that it is at risk of extinction.</p> <p>Extinct Species (ExS): A species that no longer exists. Many factors contribute to the extinction (dying out) of species including both natural (i.e. natural disasters, disease and human-caused (i.e. hunting, habitat loss).</p>	ICT / Discussion/ Game	<p>Students will sing and dance to a video called 'Endangered Animals' https://www.youtube.com/watch?v=vn_BMapo7g. Teacher will then facilitate a discussion using the following guided questions:</p> <ol style="list-style-type: none"> 1. What do you think endangered means? 2. What do you think threatened means? 3. What does it mean for a species to become extinct? 4. What do you think will happen to the environment if species no longer exist? <p>Students will then play "The Endangered Species Bingo" game with their classmates. They will use the picture cut-outs provided by the teacher to say whether the species are Threatened, Endangered or Extinct in Jamaica. Students will take turns taking pictures from a</p>	Students' responses demonstrate a clear and accurate understanding of species that are threatened, endangered or extinct

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
species and their habitats	<p>Habitat: Each plant and animal lives in a place that suits it best. This place is its <i>habitat</i>. A habitat is where a plant or an animal finds what it needs to survive. The most important things an animal needs in its habitat are food, water, shelter, and space.</p> <p>Habitat destruction: As roads, houses and apartment buildings are built, habitats on which certain species depend for survival disappear. Other human actions, such as pollution, and too much hunting and fishing, also destroy many habitats.</p> <p>We must understand the importance of endangered and threatened plant/animal species conservation and how as individuals, we can make a difference.</p> <p>The health of our environment is maintained by plants and animals.</p> <p>If one species becomes endangered or even extinct, the ecosystem is no longer balanced and this can cause other species to become endangered as well. Our water, air and land will also be affected.</p> <p>We also get many medicines from plants. Protecting endangered species, therefore, helps to keep us healthy.</p>	<p>Storytelling/ Discussion</p> <p>Field trip / Creative Art</p>	<p>bag and classify them by placing them in the appropriate column. The first person to get five (5) in each row will win.</p> <p>Students will listen to a story about an endangered species which spends its days trying to stay alive. Slowly they die off and become extinct which affects the environment. Teacher will then facilitate discussion about the story and how plants and animals contribute to the health of the environment. Students will explain the importance of protecting threatened or endangered species.</p> <p>Guiding questions:</p> <ol style="list-style-type: none"> 1. What are some possible causes for the high numbers of endangered and threatened plants and animals? 2. How can we help to protect these endangered plants and animals? 3. Why is it important to protect them? <p>Students will take field trips to marine aquariums or zoos where threatened and endangered species may be seen. They will discuss why each specie is important. They will then select one plant or animal species and create a poster outlining one way we can help to protect the plant or animal from becoming extinct. Posters will be placed on display around the school.</p> <p>Reflective Question:</p> <ol style="list-style-type: none"> 1. What can I personally do to protect endangered species? 	<p>Students' responses include valid reasons to protect threatened/ endangered species and appropriate value/virtue e.g. consideration or concern</p> <p>Poster displays effective use of advocacy skill and appropriate value/ virtue e.g. care or appreciation</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 environmental health threats, their causes and their impacts.

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. The role of parents in the development of healthy and safe behaviours should be addressed.
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 STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Circle Time should be used to deliver HFLE.

LINKS TO OTHER SUBJECTS: Integrated Studies

GRADE 1**Theme: Managing the Environment**

Module 2:

Environmental Threats

Unit 1:

How Human Actions Affect the Environment

Learning Goals:

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

1. Understand the importance of keeping the environment clean.
2. Appreciate that we can contribute to a clean and safe environment for ourselves, our family and school
3. Apply appropriate skills to keep the environment healthy for self, family and school

Core Values:

Spiritual insights and safeguards – 1. Vision of self and others 2. Sense of the sacred
3. Purpose of life and life-forms 4. Stewards of the environment

Topic 1:

A Clean Environment is a Healthy Environment

Life skills:

Social: Communication, Advocacy

Cognitive: Critical thinking, Creative thinking

Coping: Self-awareness, Healthy Self-management

Values/Virtues:

Pride, Citizenship, Stewardship, Responsibility

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> • Examine the relationship between health and the environment • Justify the need for a healthy environment • Advocate for a healthy natural environment 	<p>When we hear the word environment, we often think about nature. Things that are outdoors—plants, animals, wind, rain, water, sun, and different types of land—forests and deserts, mountains and jungles, rainforests and fields. There is a relationship between a clean environment and one's health. Clean oceans give us healthy fish to eat. Clean homes and schools keep us germ-free and healthy.</p> <p>A healthy environment is important to our well-being. It is our responsibility as citizens to keep our environment clean.</p> <p>Just like the air we breathe, the water we drink, and the food we eat, we need to stop and ask if the places where we live, play and learn are</p>	<p>Questioning</p> <p>Visual Cards</p> <p>Discussion/ Creative Art</p>	<p>Teacher passes the globe around the class as the students sing along to the song "Mother Earth" http://www.youtube.com/user/childrenl... and ask what they know about the Earth and the environment. What is the Earth made of? Who uses it? How do I take care of it? What will happen to us if it is not taken care of? Activity will be repeated with a picture of the school.</p> <p>Students will use visual cards to represent four elements of the environment (air, water, food, and shelter). In groups, they will briefly discuss how each element is affected by poor environmental practices. Students will design posters to show the reasons we need a healthy environment using the elements previously assigned.</p> <p>Reflective Question?</p> <ol style="list-style-type: none"> 1. Can I make the change needed to maintain a healthy environment? 2. How can I help to keep the environment healthy? 	<p>Students' responses indicate a clear and accurate understanding of the relationship between health and the environment</p> <p>Posters are creative, include valid reasons why a healthy environment is needed and reflect appropriate value/ virtue eg. pride</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment
	<p>healthy for us and, if not, we need to ask how we can change that.</p> <p>Some things we can do to preserve the environment include:</p> <ul style="list-style-type: none"> • Be responsible for our litter • When walking do not trample on plants • Plant more trees • Use less water 	Creative Pieces	In groups, students will collect pictures of the natural environment and use pictures to make collages. They will share their collages with persons in their school during the devotional exercise and give examples of things people can do to maintain a healthy natural environment.	Collages reflect proficiency in the use of the steps in advocacy skill and appropriate value/ virtue e.g. citizenship or responsibility

GRADE 1**Theme: Managing the Environment****Topic 2:****Defenders of the Environment****Life skills:**

Social: Communication, Advocacy

Cognitive: Critical thinking, Problem solving

Coping: Self-awareness, Healthy Self-management

Values/Virtues:**Pride, Care, Cleanliness, Stewardship**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> Explain the importance of keeping the school environment clean. Propose ways of keeping the school environment clean. Advocate to their peers to keep the school environment clean. 	<p>Keeping the school environment clean:</p> <ul style="list-style-type: none"> helps to prevent the spread of germs helps to reduce accidents helps to prevent mosquito breeding sites, rats, roaches and other pests helps to prevent foul odour helps to make it look better <p>Ways of keeping the school environment clean:</p> <ul style="list-style-type: none"> return all toys to their storage area after using them place all garbage in a garbage bin empty containers that may serve as breeding sites for mosquitoes 	Hot Circle / Discussion	<p>Students will stand in a circle and throw a small ball to someone else in the circle. The person who catches the ball must give one reason for the importance of keeping the school environment clean. The ball is thrown until each person gets a turn.</p> <p>Students will discuss each other's responses. Teacher will clarify and make suggestions where necessary.</p> <p>Reflective question:</p> <ol style="list-style-type: none"> What am I doing to keep my environment clean? 	Students' responses demonstrate a clear and accurate understanding of the importance of keeping the environment clean.
		ICT/ Discussion	<p>Students will watch and discuss the YouTube video on 'Waste Management' – https://youtu.be/29OFyXJC_uA</p> <p>Students will then give examples of ways they can keep their classroom and school clean.</p>	Examples of ways to keep the environment clean are correct and appropriate and reflect appropriate value/virtue e.g. stewardship or responsibility
		Project	<p>With the teacher's support students will advocate to the local business operator(s) to donate drums/containers to be used for garbage disposal. They will then organise a day for painting/ decorating the containers with</p>	Students' responses depict proficiency in the use of the steps in advocacy skill and the appropriate value/

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
			<p>environmental slogans that promote the use of the garbage bins in helping to care for the environment. They will each write a sentence to encourage others to keep the environment clean and present with their decorated garbage containers in devotion.</p> <p>Reflective questions:</p> <ol style="list-style-type: none"> 1. How can I protect my environment and keep it clean? 2. How can I show that I care for the environment? 	virtue e.g. pride or cleanliness

GRADE 1**Theme: Managing the Environment****Topic 3:****Natural Disasters****Life skills:**

Social: Communication, Advocacy

Cognitive: Decision making, Critical thinking, Problem solving

Coping: Healthy Self-management

Values/Virtues:**Reason, Clear thinking, Composure, Courage**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> Analyse the effects of natural disasters on people Develop list of appropriate supplies and measures for responding to natural disasters Express the importance of preparing for natural disasters Demonstrate the ability to use cognitive skills to respond appropriately to natural disasters 	<p>Hazard: Anything that can cause harm, including injury, disease or death.</p> <p>Disaster: A threat that could hurt a lot of people, cause damage, or cut off electricity, phones or water across a large area.</p> <p>Emergency: A serious situation requiring immediate action.</p> <p>Safety rules to protect against natural disasters: e.g.</p> <ul style="list-style-type: none"> hurricanes fires earthquake floods severe weather <p>Whether it is a hazard, disaster or emergency we all need to be prepared. It is important for us and our families to have a plan and practice it.</p>	<p>Chart / Discussion</p> <p>Checklist</p>	<p>Students will, in groups examine charts. "Are You Ready for an Earthquake?" and "Hurricane Safety". They will then discuss how hurricanes/ earthquakes affect people, and how one (if any) has affected them and their families.</p> <p>Teacher will display various items that could be necessary in the event of a natural disaster or emergency. In groups, students will be assigned either a hurricane, flood or earthquake and will select items they think they will need to respond to the natural disaster assigned. Teacher will facilitate discussion and clarify where necessary.</p> <p>Students will then compile a 'Natural Disaster Emergency Supplies List' for each and explain why it is important to be prepared.</p>	<p>Students' responses reflect a clear and accurate understanding of the effects of natural disaster on people</p> <p>Checklists reflect critical thinking to accurately develop list of supplies and measures for responding to natural disasters</p> <p>Responses in discussion reflect valid reasons to support the importance of preparing for natural disasters</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Every family needs a:</p> <p>Family Communication Plan – what each person should do in case of an emergency</p> <p>Family Emergency Kit – Non-perishable food, water, medication, flashlight, important documents, batteries etc.</p> <p>Checklist – check on family members and neighbours who may need help</p>	Simulations	<p>Students will participate in a simulation exercise of the appropriate responses during a fire and earthquake.</p> <p>Students and parents will then participate in a fire alarm drill and earthquake simulation under supervision of the Fire Department.</p> <p>Students will help to guide their parents and instruct them on what to do.</p> <p>Reflective Question:</p> <ol style="list-style-type: none"> How can I help to protect my family if there is a natural disaster or fire? 	<p>Simulations reflect appropriate value/virtue e.g. composure or courage and proficiency in the use of the steps in decision making skill to respond appropriately to natural disasters during the simulation exercise</p>

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. The role of parents in the development of healthy and safe behaviours should be addressed.
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 STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Circle Time should be used to deliver HFLE.

LINKS TO OTHER SUBJECTS: Integrated Studies

GRADE 1**Theme: Managing the Environment**

Module 3:

Health and Wealth

Unit 1:

Keeping My Environment Healthy

Learning Goals:

By the end of the unit students should:

1. Understand the effects of pollution on the environment.
2. Appreciate the importance of conserving natural resources.
3. Apply life skills to engage in appropriate actions to sustain the environment.

Core Values:

Spiritual insights and safeguards – 1. Vision of self and others 2. Sense of the sacred
3. Purpose of life and life-forms 4. Stewards of the environment

Topic 1:**Pollution Free****Life skills:**

Social: Advocacy

Cognitive: Critical thinking, Problem solving, Creative thinking

Coping: Self-awareness, Healthy Self-management

Values/Virtues:**Care, Consideration, Responsibility**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> Investigate practices that contribute to air, water and land pollution Suggest steps they can take to reduce pollution in their surroundings Demonstrate the ability to use creative thinking skill to minimize pollution 	<p>Pollution is anything that makes the earth unhealthy and dirty. Pollution might be poisonous chemicals or other things that make us sick (such as when we drink from a river or stream).</p> <p>Air Pollution is harmful substances in the atmosphere that damage the environment.</p> <p>Water Pollution happens when dirty particles, substances or chemicals that make water contaminated are discharged directly/indirectly into the water bodies mainly by human causes or human factors.</p> <p>Land Pollution happens when waste is not properly disposed of.</p> <p>There are different kinds of pollution:</p>	<p>Video presentation / Field trip/ Discussion</p>	<p>Students will watch the video, pausing at intervals to encourage questions and discussion. 'What is Pollution, its Types and Prevention' https://www.youtube.com/watch?v=5FWvbui6ook. Students will then go on a field trip (on school grounds or in the community) to identify areas where air, water and land pollution exist, and discuss the practices they observe that contribute to these types of pollution. They will use the following questions to guide the discussion.</p> <ul style="list-style-type: none"> ▶ What happens to the garbage when we do not dispose of it properly? ▶ How are gullies filled with garbage? ▶ Where does the garbage in gullies go? ▶ What kind of activities cause air pollution? 	<p>Students' responses reflect a clear and accurate understanding of the practices that contribute to air, water and land pollution</p>

GRADE 1**Theme: Managing the Environment****Topic:2****Water Conservation - Every Drop Counts****Life Skills:**

Social: Communication, Advocacy

Cognitive: Critical thinking, Decision making

Coping: Healthy Self-management

Values/Virtues:**Consideration, Care, Appreciation, Thoughtfulness**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> Explain the importance of water Examine ways in which water is wasted Suggest appropriate ways in which they can conserve water Demonstrate the ability to use decision making skill to conserve water 	<p>Water is one of the most important natural resources. Without water, plants and animals could not survive.</p> <p>Apart from drinking water, people also use water for cooking, cleaning, bathing, washing and farming.</p> <p>What is conservation? Preservation and careful management of the environment and natural resources.</p> <p>Water conservation is the saving, control and managing of water resources. This will help to ensure there is water during a drought. It also reduces the pressure on rivers and streams.</p>	<p>Brainstorming / Discussion</p> <p>Field Trip/ Self-assessment/ Discussion</p>	<p>Students will brainstorm the uses of water and explain why they think water is important. They will write their answers on a paper and share them with the class. Teacher will facilitate discussion.</p> <p>Students will be divided into groups to go to different areas around the school to check for leaks in pipes. (Note: Some students can also check toilets for leaks by placing food colouring in the tanks to see if it reaches the bowl). They will record their findings.</p> <p>Students will also record their water use at school and home. They will share their results with the class. Teacher will facilitate discussion on how water is wasted in the different activities and the importance of water conservation.</p> <p>Guiding Questions:</p> <ol style="list-style-type: none"> How is water used at home? How do people waste water? What could happen if we continue to waste water? 	<p>Students' responses indicate a clear and accurate understanding of the importance of water</p> <p>Students' responses in discussion depict a clear and accurate understanding of how water is wasted; appropriate strategies to save water suggested and appropriate value/virtue e.g. consideration or appreciation displayed</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria																		
	<p>Sample Table</p> <table><tr><th>Water usage per day</th><th># of times per day</th><th># of litres of water per day</th></tr><tr><td>Wash fruits</td><td></td><td></td></tr><tr><td>Flush Toilet</td><td></td><td></td></tr><tr><td>Wash Hands</td><td></td><td></td></tr><tr><td>Drink</td><td></td><td></td></tr><tr><td>Take a bath</td><td></td><td></td></tr></table>	Water usage per day	# of times per day	# of litres of water per day	Wash fruits			Flush Toilet			Wash Hands			Drink			Take a bath			Checklist / Self-assessment	<p>Students will reflect on what they can do to conserve water at school and share it with the class. Teacher will record the responses which students will use to create a checklist.</p> <p>With their parents' help, students will also design a checklist of things they will do to reduce their water usage at home. Students will record in their journals their water conservation efforts for two weeks and share them with the teacher.</p> <p><i>Reflective Question:</i></p> <p>1. How have I conserved water?</p>	Journal entries reflect use of the steps in decision making skill and appropriate value/virtue e.g. care or thoughtfulness to conserve water
Water usage per day	# of times per day	# of litres of water per day																				
Wash fruits																						
Flush Toilet																						
Wash Hands																						
Drink																						
Take a bath																						

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. The role of parents in the development of healthy and safe behaviours should be addressed.
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 STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Circle Time should be used to deliver HFLE.

LINKS TO OTHER SUBJECTS: Integrated Studies

Theme: Managing the Environment

Sustaining the Environment

Man and His Environment

By the end of the unit students should:

1. Develop an awareness of key disease vectors
2. Appreciate the relationship between humans and the environment.
3. Apply life skills to prevent the transmission of diseases by rats and mosquitoes.

Spiritual insights and safeguards – 1. Vision of self and others 2. Sense of the sacred

3. Purpose of life and life-forms 4. Stewards of the environment

Vector Disposer

Social: Communication, Advocacy

Cognitive: Critical thinking, Decision making

Coping: Self-awareness, Healthy Self-management

Stewardship. Cleanliness. Responsibility. Citizenship. Concern

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
By the end of the topic, students should be able to:	<p>Vectors are living organisms that can transmit infectious diseases between humans, or from animals to humans. Humans. Bedbugs, cockroaches, flies, lice, mosquitoes, rat fleas, rats and mice are all vectors capable of transmitting disease.</p> <p>The control of disease vectors, such as insects and rodents is necessary for the maintenance of health and healthful conditions.</p> <p>Mosquitoes are the best-known disease vectors, responsible for more human deaths than any other living creature.</p> <p><i>Aedes aegypti</i> is the vector of Dengue, Chikungunya, Zika Virus</p>	Field trip/ Competition	In groups, students will tour sections of the school grounds to observe the method(s) of disposal of waste materials. They will identify all the possible mosquito/rat breeding sites on the campus. The group that identifies the most breeding sites, if any, wins a prize/privilege.	Students' responses indicate a clear and accurate understanding of the possible breeding sites for vectors
<ul style="list-style-type: none"> • Examine possible breeding sites for vectors • Share solutions for a vector-free environment • Advocate for the control of mosquitoes and rodents within the community 		Matching/ Discussion	In groups, students will complete the Problem/Solution table below by matching the correct solution to each problem. Teacher will facilitate discussion and clarify where necessary. Students will explain the importance of keeping the environment free from vectors.	Students' responses reflect critical thinking skill and appropriate value/virtue e.g. concern or citizenship

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria																		
	<p>and Yellow Fever. The <i>Anopheles Albimanus</i> is the vector of Malaria and the <i>Culex</i> species are the implicated vectors for West Nile virus. It must be noted that this virus is not present in Jamaica and the rest of the Caribbean. Leptospirosis and Rat-bite fever are known to be spread by rats.</p> <table><tr><th colspan="2">Mosquito Prevention Checklist</th></tr><tr><td>Punch holes in empty tins</td><td>Cover water for storage</td></tr><tr><td>Keep house plants in soil</td><td>Empty flower pot saucers</td></tr><tr><td>Store waste food in proper container</td><td>Pour oil in water settled on ground</td></tr></table>	Mosquito Prevention Checklist		Punch holes in empty tins	Cover water for storage	Keep house plants in soil	Empty flower pot saucers	Store waste food in proper container	Pour oil in water settled on ground	Fliers	<table><tr><th>Problem</th><th>Solution</th></tr><tr><td>Blocked drains because of garbage</td><td>Fill with soil</td></tr><tr><td>Plastic bottles collecting water</td><td>Punch holes in bottles</td></tr><tr><td>Open water containers</td><td>Recycle</td></tr><tr><td>Areas on ground where water settles</td><td>Clean rubbish</td></tr></table> <p>With parental involvement, students will create a mosquito/rat prevention flier which they will share with their communities to educate people about the control of mosquitoes and rodents. They will distribute the fliers to parents at school as well as community members.</p> <p>Reflective Question:</p> <p>1. What can I do to control the breeding of mosquitoes and rats?</p>	Problem	Solution	Blocked drains because of garbage	Fill with soil	Plastic bottles collecting water	Punch holes in bottles	Open water containers	Recycle	Areas on ground where water settles	Clean rubbish	Fliers reflect effective use of the steps in advocacy skill, are creative and encourage appropriate value/virtue e.g. cleanliness or stewardship
Mosquito Prevention Checklist																						
Punch holes in empty tins	Cover water for storage																					
Keep house plants in soil	Empty flower pot saucers																					
Store waste food in proper container	Pour oil in water settled on ground																					
Problem	Solution																					
Blocked drains because of garbage	Fill with soil																					
Plastic bottles collecting water	Punch holes in bottles																					
Open water containers	Recycle																					
Areas on ground where water settles	Clean rubbish																					

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)

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. The role of parents in the development of healthy and safe behaviours should be addressed.
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 STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Circle Time should be used to deliver HFLE.

LINKS TO OTHER SUBJECTS: N/A

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
		Role play	In small groups, students will receive a scenario of an environmental problem and the agency that can help to address the issue. They will be given a script to role-play contacting the agency to report the matter and ask for help.	Role play depicts effective use of communication skill and appropriate value/virtue e.g. responsibility or citizenship

SAMPLE LESSONS

Subject: Health and Family Life Education	
Theme: Managing the Environment	Grade: One (1)
Topic: Vector Disposers	Sub-Topic: No Mosquito Roun Ere'
Duration: 1 to 2 Sessions	
General Objective: Apply life skills to prevent the transmission of diseases by rats and mosquitoes	
Value: Responsibility	
Dominant Life Skill: Healthy Self-management	
<p>Specific Objectives: At the end of the lesson students should be able to:</p> <p>Knowledge: Relate at least two possible mosquito breeding sites.</p> <p>Attitude: Share responsible actions they can take to prevent mosquito breeding.</p> <p>Skill: Demonstrate healthy self-management skill through responsible actions that support the control of mosquito breeding.</p>	
<p>Content Summary:</p> <p>A healthy environment is important to our well-being. It is our responsibility as citizens to keep our environment clean. Keeping our environment clean includes making it free and safe from vectors.</p> <p>Vectors are living organisms that can transmit infectious diseases between humans or from animals to humans. Bedbugs, cockroaches, flies, lice, mosquitoes, rat fleas, rats and mice are all vectors capable of transmitting disease.</p> <p>Mosquitoes are disease vectors responsible for more human deaths than any other living creature. <i>Aedes Aegypti</i> is the vector of Dengue, Chikungunya, Zika Virus and Yellow Fever. The <i>Anopheles albimanus</i> is the vector of Malaria and the <i>Culex</i> species are the implicated vectors for West Nile virus (not present in Jamaica and the rest of the Caribbean).</p> <p>Some possible mosquito breeding areas are:</p> <ul style="list-style-type: none"> • Old or temporarily stored tires • Open containers, including cans, jars, bottles, cups, trash cans, pet dishes, and plastic wrappers. • Hollow trees or long-standing mud puddles • Water gardens, wading pools, bird baths and ponds without fish. • Drainage ditches, blocked or clogged rain gutters <p>How to Eliminate Mosquito Breeding Sites:</p> <ul style="list-style-type: none"> • Dispose of old tires, buckets, ceramic pots and other containers. • Fill in tree rot holes and hollow stumps. • At least once per week, empty standing water from bird feeders. • Drill holes in the bottom of outdoor recycling containers or turn them over when not in use. • Clean clogged roof gutters • Clean and chlorinate swimming pools that are not being used. • Keep drains and ditches free of grass trash <p>A responsibility is having a duty or task that you are expected to do. For example, you are expected to throw the garbage in the bin. Throwing the garbage in the bin is "a responsibility" and it is your responsibility to do so.</p> <p>Healthy Self-management Skill:</p> <ul style="list-style-type: none"> ▶ Identify behaviours that are good and bad for your health ▶ State the consequences of these behaviours ▶ Choose the behaviours that will make you healthy 	

Resources: Video on "Mosquito Breeding Sites – <https://www.youtube.com/watch?v=ws-xG2c1MnQ>
HFLE Curriculum Guide, Pictures of Improper Garbage Disposal
Song: <https://www.youtube.com/watch?v=s1USEG-ID9A>
https://youtu.be/hssmh_C21lo?si=EHel0zl_2pSXnKan, KWL Chart

Engagement: Students will be engaged in the game of atoms where they will move to form groupings according to numbers given at command of the teacher. Teacher will then state the objectives of the lesson and highlight the dominant life skill (healthy self-management) and the value (responsibility).

PROBLEM STATEMENT: Students will be asked to view a visual representation of the problem statement: **With the frequent outbreak of Dengue Fever in Jamaica, it is important that we engage in activities that will control mosquito breeding.**

Exploration: Students will complete a KWL chart as a whole group about what they know and want to know about preventing mosquitoes.

Students will watch the video 'Mosquito Breeding Sites' <https://www.youtube.com/watch?v=ws-xG2c1MnQ>. They will then be placed into groups and given a picture of a backyard of a house to circle as many potential mosquito breeding sites as they can. They will discuss their findings.

Students will explore the meaning of the value- responsibility. They will dance and listen to the song about responsibility <https://www.youtube.com/watch?v=s1USEG-ID9A> and then share at least one way they can be responsible at home or at school to eliminate possible mosquito breeding sites.

Reflective Questions:

1. How can I be responsible in making sure my environment is mosquito free?

Explanation- Life Skills Development Stage:

Students will be introduced to the chart mounted on the wall with the steps in healthy self-management skill. Teacher and students will read each step and discuss its meaning. Each step will be accompanied by a picture related to mosquito breeding. Students will use the steps to explain what they can do to prevent mosquito breeding. Teacher will clarify where necessary.

1. Identify behaviours that are good and bad for your health
2. State the consequences of these behaviours
3. Choose the behaviours that will make you healthy

Reflective Question?

1. How will the healthy self-management skill I have learned help me to be responsible in my environment?

Elaboration: Students will be given a scenario and in their groups, asked to role-play actions they will take to prevent mosquito breeding in the areas identified in the scenario. Students will demonstrate use of the steps in healthy self-management skill and the value of responsibility in the role play.

Scenario – You and your classmate use this area every day to play hide and seek because it is away from the general public. You often eat your lunch at the spot before you begin to play and always leave your empty bottles and boxes laying around.

Reflective Questions?

1. How can I lessen or eradicate mosquito breeding sites?

Evaluation: Students will tour the school community or nearby community to identify possible breeding sites for mosquitoes. They will then share what they would do to eliminate mosquito breeding in the area of the community they toured. In groups, students will then act on their recommendations to get rid of possible mosquito breeding sites.

Extended Practice: Students will take pictures of themselves engaged at home and in their school or wider community doing activities that contribute to the elimination of mosquito breeding sites. They will use pictures to create a poster of their work and the importance of their actions.

Assessment Questions: Were students able to:

- Accurately relate at least two possible mosquito breeding sites?
- Competently share responsible actions they can take to prevent mosquito breeding?
- Proficiently demonstrate healthy self-management skill through responsible actions that support the control of mosquito breeding?

RUBRIC FOR COLLAGE

NAME/GROUP: _____

DATE: _____

CRITERIA	4	3	2	1
Skills/Attitude	3 actions to eliminate mosquito breeding sites	2 actions to promote positive behaviour to eliminate mosquito breeding sites	1 action to promote positive behaviour to eliminate mosquito breeding sites	No action to promote positive behaviour to eliminate mosquito breeding sites
Attractiveness	The poster is very attractive in terms of design, neatness and layout	The poster is attractive in terms of design, layout and neatness	The poster is fairly attractive in terms of design and layout but not very neat	The poster is messy or very poorly designed
Content Accuracy	The content is accurate	Most of the content is accurate	Some of the content is accurate	Most of the content is inaccurate

Subject: Health and Family Life Education	
Theme: Sexuality and Sexual Health	Grade: One (1)
Topic: Sick Children Need Friends Too	Sub-Topic: They Need Love Too
Duration: 1 to 2 Sessions	
General Objective: Appreciate the importance of showing support to persons who are ill	
Value: Compassion	
Dominant Life Skill: Advocacy Skill	
Specific Objectives: At the end of the lesson students should be able to: Knowledge: Explain at least 3 ways HIV cannot be transmitted. Attitude: Express compassion through their actions towards persons living with HIV. Skill: Demonstrate empathy skill towards children living with HIV in a manner that shows compassion.	
Content Summary: Stigma A stigma is a negative belief about a person based on perceived differences. Stigma is hurtful and can lead to discrimination. Discrimination Making an unjust distinction against someone e.g. on the grounds of race, colour, disease and personal appearance. What can I do to prevent discrimination? All children/persons should be treated with love and respect. People with HIV/AIDS need love, care and support too. HIV+ children have a right to an education just like persons with other illnesses. We need to show love to persons with HIV/AIDS or any other life-threatening illness. HIV and AIDS HIV is a virus that reduces the body's ability to fight illness and leads to AIDS. HIV is an especially dangerous virus because it attacks the immune system and takes away its power. Without a strong immune system, viruses and other germs can get make us very sick. AIDS is a disease that develops in people who have HIV when their immune system gets so weak that they cannot fight diseases or infections without medicine. Compassion is pity or concern for the suffering or misfortune of others. We should always show compassion for others who are suffering including those children living with HIV/AIDS. Empathy Skill: <ul style="list-style-type: none"> ▶ Ask the person to talk about their feelings ▶ Listen attentively ▶ Help the person or get help for them ▶ Be their friend ▶ Treat them how you would like to be treated 	
Resources: Video on 'Corey's Story', Ball, HFLE Curriculum Guide	
Engagement: Students will sing the nursery rhyme "I am special" https://www.youtube.com/watch?v=lrqkjS1cV24 . The teacher will then reinforce the fact that everyone was created for a purpose/with unique qualities and deserves the same love, respect and compassion because we are all special. Teacher will state the objectives of the lesson and highlight the dominant life skill (Advocacy) and the value (Compassion). Students will also be reminded of the ground rules for the session to ensure good class-management. PROBLEM STATEMENT: Teacher will ask students to view a visual representation of the problem statement: Children with HIV are sometimes treated poorly, denied love and are teased or made fun of at school.	

Exploration: Students will discuss the concept of HIV through the "Catch and Tell" game (have students catch the ball and say what they know about HIV). They will then watch "Corey's Story" and discuss what they would do if they met Corey and why Corey will need love and support.

Guiding Questions:

1. How can a person become infected with HIV?
2. In what ways is HIV not transmitted?
3. Why does Corey need support?

Students will then listen to the song on compassion <https://www.youtube.com/watch?v=4Lo3zPdI3NA> and in small groups, they will share how they could be compassionate to someone.

Reflective Question:

1. Why is it important to show compassion?

Explanation - Life Skills Development Stage:

Students will be introduced to the steps in empathy skill through a game of hopscotch. They will take turns jumping on each step. Using the steps in empathy skill, students will share how they would treat a classmate that is living with HIV.

Reflective Questions?

1. How can I assist a friend who has HIV?
2. How can I ask my family to help someone who has HIV?

Elaboration: Students will be placed in groups and given the following scenario to demonstrate how they would use the steps in empathy skill to show compassion to someone.

Scenario –

Your classmate was absent from school for a few months due to illness and there is a rumour that he/she is HIV positive. The classmate is now back at school but other students are very rude and inconsiderate to him/her. You see your classmate in the corner crying one day at lunch. In groups, role play how you would show empathy to your classmate.

Reflective Questions?
















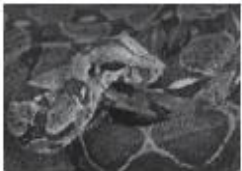








1. If I had HIV, how would I like to be treated?

Evaluation: Children in a school hear that Tina has HIV. Some children begin to tease Tina and refuse to play with her or sit next to her. Students will write short sentences, complete a storyboard created by the teacher, or draw and share how they would respond showing empathy and compassion towards Tina. They will also share why Tina does not need to be treated badly just because she has HIV.

Assessment Questions: Were students able to:

- Accurately explain at least 3 ways HIV cannot be transmitted?
- Competently express compassion through their actions towards PLHIVs?
- Proficiently demonstrate empathy skill in a manner that shows compassion towards children living with HIV?

Teacher's Evaluation:

BINGO CARDS					
THREATENED		ENDANGERED		EXTINCT	
					
HUMMING BIRD	TURTLE	CROCODILE	MANATEE	OWL	IGUANA
					
PARROT	IGUANA	TOBY	GOLDEN FROG	MAHAGONY	CONEY
THREATENED		ENDANGERED		EXTINCT	
					
PALM	MACAW	PARROT FISH	SNAKE (BOA)	STAR CACTUS	MOLLUSC
					
BLACKBIRD	BUTTERFLY	BAT	MONKEY	STING RAY	MANGROVE

GRADE 2

SELF & INTERPERSONAL RELATIONSHIPS

THEME: SELF AND INTERPERSONAL RELATIONSHIPS – Grade 2 – TERM 1

REGIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
RS SI 1: Examine the nature of self, family, school, and community and their influences to build strong healthy relationships.	1. Demonstrate increased awareness of self through types of interaction with family, peers and other social clubs, cubs, brownies and Sunday/ Sabbath school.	1. Understanding Self	1. Personal Development 2. Relationships	<ul style="list-style-type: none"> • Learning More About Myself • Family Bonding • I Listen to Understand
RS SI 2: Students will analyse the influence of socio-cultural and economic factors as well as personal beliefs on the expression of sexuality choices.	1. Demonstrate awareness of behaviours and situations that can place them at risk of injury to themselves and others. 2. Develop and display risk response strategy to unfavourable or threatening situations. Risk Response: <ul style="list-style-type: none"> • Whom to tell • Where to go • What to do • What to say in an unfavourable situation. 	2. Coping with Risk and Adversity	1. Managing Emotions, Conflict and Risks	<ul style="list-style-type: none"> • Be the Boss: Managing Feelings • No Bad Drugs for Me!
RS SI 3: Respect the rich differences that exist among Caribbean peoples as a valuable resource for sustainable development of the region within the framework of democratic and ethical values.	1. Demonstrate skills and behaviours for building harmonious relationships with family and friends.	3. Respect and Tolerance for Self and Others	1. Diversity	<ul style="list-style-type: none"> • Out of Many One Beautiful 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 resiliency – 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. The role of parents in the development of healthy and safe behaviours should be addressed.
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 STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Circle Time should be used to deliver HFLE.

LINKS TO OTHER SUBJECTS: Integrated Studies

GRADE 2**Theme: Self and Interpersonal Relationships**

Module 1:

Understanding Self

Unit 1:

Personal Development

Learning Goals:

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

1. Understand more about themselves
2. Appreciate the importance of building relationships with family and friends
3. Apply social skills to support maintaining healthy relationships

Core Values:

Spiritual insights and safeguards – 1. Vision of self and others 2. Sense of sacred 3. Purpose of life and life forms 4. Stewards of the environment

Topic 1:**Learning More About Myself!****Life Skills:**

Social: Communication

Cognitive: Decision making

Coping: Self-awareness

Values/Virtues:**Self-acceptance, Appreciation, Confidence**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> • Examine what they know about themselves • Express how they feel about themselves • Demonstrate coping skills to support learning more about themselves and others 	<p>Learning about myself:</p> <p>It is important for us to learn about ourselves, as each person is different. Children can learn about themselves just as they do when they meet someone new. Learning about ourselves helps us to interact better with others and it helps us to be happier with ourselves. Children can learn more about themselves by:</p> <ul style="list-style-type: none"> » Trying new activities (under supervision and with permission) » Joining a club » Eating new foods (with permission of parents/guardians) » Asking themselves questions » Asking others questions about 	Pair-share	<p>The class will engage in an activity called “What I Know”. Students will be placed in pairs to share what they know about themselves with their partner and write their responses.</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> » What is my full name? » What is my favourite meal? » What makes me laugh? » What makes me cry? » What am I allergic to? » What do I like to do? » What do I dislike doing? » What am I good at doing? » What am I not so good at doing? <p>Teacher will observe students as they share and record the answer to each question, providing support as necessary. Students will be asked to complete unanswered questions for homework</p>	Students’ responses reflect self-awareness in identifying what they know about themselves

Theme: Self and Interpersonal Relationships

Understanding Self

Relationships

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

1. Understand the different ways in which we communicate with each other
2. Recognize the importance of families
3. Display social skills to support building stronger family relationships

Spiritual insights and safeguards – 1. Vision of self and others 2. Sense of sacred 3. Purpose of life and life-forms 4. Stewards of the environment

Family Bonding

Social: Communication

Cognitive: Critical thinking, Decision making

Coping: Self-awareness

Love, Care, Concern, Unity

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic students should be able to:</p> <ul style="list-style-type: none"> Explain why families are important Illustrate how they feel about their families Justify the importance of bonding together as a family Demonstrate cognitive skills to strengthen family bonds 	<p><u>Note to Teachers</u></p> <p>Be alert for any signs or utterances of inappropriate bonding activities and probe further if necessary.</p> <p>Families are important as they provide love and support to each other. They help each other through difficult times and share in each other's happiness and special moments.</p> <p>A family is very critical to the healthy development of a child. Children not only depend on their family members for encouragement, care and concern, but also their safety and protection.</p> <p>Benefits of Families</p> <ol style="list-style-type: none"> Feeling safe 	<p>ICT/Peer share</p> <p>Creative Arts/ Discussion</p>	<p>Students will listen to or watch the story of Midas and the Golden Touch https://www.youtube.com/watch?v=3zdTjVrbjKI (or other appropriate story). Teacher will then facilitate discussion about the story and the importance of family. Students will then be placed in pairs to give one reason why families are important. Teacher will monitor discussions and provide feedback and clarification where necessary.</p> <p>Guiding questions:</p> <ul style="list-style-type: none"> Why are families so important? What do families do for each other? How do families help to support each other? <p>On a sheet of paper, students will be asked to draw a picture of their family and label each person. They will then illustrate how they feel about their family and something about their family that is important to them. Teacher will observe drawings, provide</p>	<p>Students' responses reflect a clear and accurate understanding of the importance of families</p> <p>Drawing illustrates students' self-awareness in identifying how they feel about their families</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>2. Having emotional support 3. Having financial support</p> <p>Family bonding is the special time families take to listen to, eat with, have fun and talk to each other to develop close relationships.</p> <p>Families bond together for emotional, social and cultural reasons. Family bonding is important as families can provide support to each other. Spending time together doing fun activities helps families to bond.</p> <p>When family members learn how to listen to and work together, children understand that they belong somewhere, and they learn how to behave well and get along with others.</p> <p>Generations The time between the birth of parents and the birth of their children. There is one generation between the birth of parents and their children. This is usually 25-30 years.</p> <p>There are many types of families:</p> <p><i>Nuclear:</i> Husband, wife and one or more biological children.</p> <p><i>Single parent:</i> headed by mother or father but not both.</p> <p><i>Blended:</i> a couple and one or more children from a previous relationship.</p>	Stimulus Activity	<p>support and make referrals where necessary.</p> <p>Reflective question: Why is my family important to me?</p> <p>Note to Teacher: <i>It is important to be sensitive to the needs of students who may be vulnerable because of their home situation. It is important to explain to students that there are many different types of families and each family unit is just as important as the other is.</i></p> <p>Students will be placed in groups to unscramble two words 'FAMILY BOND'. They will then explain their understanding of the concept. Teacher will ask students to share reasons why it is important for families to bond with each other. In their groups, students will then be given a bag with various pictures of families and individuals involved in activities. Students will be asked to paste the pictures of the activities that support family bonding on the board. They will race against each other to complete the activity. Groups will explain how the activities in the pictures they selected support family bonding.</p> <p>Reflective Question:</p> <ul style="list-style-type: none"> • How do I feel when I spend time (or bond) with my family? • Why is family bonding important to me? 	Students' responses reflect appropriate value/virtue eg. love or care; valid reasons why family bonding is important; appropriate pictures that support family bonding selected and appropriate justification provided for their selection

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p><i>Extended family:</i> Households headed by a grandparent(s) or other relatives.</p> <p>Some children live with foster parents or guardians and some are wards of the state who live in houses run by the government.</p> <p>A family tree is a way of showing the generations in a family.</p>	Journaling	<p>With the students standing in a circle, the leader or teacher will toss a roll of yarn for one student to catch while holding on to the loose end of the roll. The leader or teacher will state one reason he/she thinks the student is special. The receiving student, in turn, will hold on to a part of the wool/yarn and toss the roll to another student in the class and will state one reason the other student is special to him/her. The process will continue until everyone is holding on to a part of the wool and a web is formed.</p> <p>Students will describe how having special bonds in the class make them feel. Students will subsequently work in groups to record in their journals ideas for improving family bonds at home and bonds with their peers at school. They will respond to the reflective questions below:</p> <ul style="list-style-type: none"> • Why do I enjoy being with family? • Why is it important for me to do things to help my family bond? • What can I do to improve my family bond? • What can I do to improve my bonds with my friends at school? <p>Each student will select one activity to engage in with a family member(s) of their choice. They will record and share their experiences (photos may be included) and how they feel about it.</p>	Journal entries reflect the ability to effectively use the steps in decision making skill to strengthen family bonds along with appropriate value/virtue such as unity, or love

GRADE 2**Theme: Self and Interpersonal Relationships****Topic 2:****I Listen to Understand****Life Skills:**

Social: Communication

Cognitive: Problem solving, Decision making

Coping: Self-awareness

Values/Virtues:**Patience, Compassion, Understanding**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic students should be able to:</p> <ul style="list-style-type: none"> Explain the concept of 'non-violent communication' Distinguish between violent and non-violent communication Suggest ways to improve how they communicate with family and peers Demonstrate listening to the needs of others when communicating 	<p>What is communication</p> <p>Communication means receiving and giving ideas through different methods, e.g. talking, writing, signing, and other ways, which may include the use of technology.</p> <p>Non-violent communication is usually referred to as communicating with others with understanding and compassion. It is about caring and taking the time to understand the needs and feelings of others so that we can respond peacefully.</p> <p>How to communicate effectively</p> <p>Being an effective communicator involves being an effective speaker and an effective listener. Doing the following helps to make communication more effective:</p> <ul style="list-style-type: none"> » listening » keeping eye contact » standing or sitting up straight » speak clearly » waiting until the other person stops speaking before beginning to speak » always respond to the speaker 	<p>Video/ Brainstorming</p> <p>Stimulus activity</p> <p>Self-reflection</p>	<p>Students will view the video entitled "What is Communication" https://www.youtube.com/watch?v=KMw_JKBHWOY. Teacher will then facilitate a discussion on the meaning of communication and the different ways in which people communicate. Students will then brainstorm the meaning of 'non-violent communication'. Teacher will clarify where necessary.</p> <p>In groups, students will be given cards which represent either violent or non-violent ways in which people communicate. Eg. speaking with anger, fighting, speaking calmly, etc. Students will be asked to paste their cards under the correct category on the board. Teacher will clarify where necessary.</p> <p>Reflective question: Do I communicate with others in a way that will harm or hurt them?</p> <p>Students will be given a worksheet with the following questions to complete:</p> <ol style="list-style-type: none"> 1. State one thing you needed or wanted to do recently but did not get it or were not given a chance to do it. 2. How did this make you feel? 3. Why was this important to you? 4. How did you behave when you did not get 	<p>Students' responses reflect a clear and accurate understanding of 'non-violent communication'</p> <p>Students' responses reflect the ability to accurately distinguish between violent and non-violent forms of communication</p> <p>Handout reflects display of appropriate value/virtue eg. understanding or compassion</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>when asked a question</p> <p>Why it is important to communicate effectively:</p> <p>Communicating effectively helps us to understand ourselves and others better.</p> <p>When people understand each other, conflict is reduced and fewer mistakes are made. When we are understood it helps us to feel better about ourselves. Effective communication helps us to think more clearly and maintain healthier relationships with others.</p> <p>Violent forms of communication are:</p> <ul style="list-style-type: none"> • making insulting comments • name-calling and shaming others • speaking in a manner that causes others to be afraid/making threats • shouting/screaming 	<p>Story-telling/ Role play</p>	<p>what you wanted?</p> <p>5. What could you have said to the person who you felt prevented you from getting or doing what you wanted to help them to understand how you were feeling?</p> <p>In their groups, students will read the following story and answer the questions below:</p> <p><i>Keisha and Stacy are sisters. One evening Keisha was using Stacy's tablet to watch videos; she put the tablet down to use the bathroom and when she came back Stacy was now using it. Keisha then grabbed the tablet from her sister, calling her mean and selfish. Stacy got angry and they began shouting at each other. Eventually, Stacy walked away upset, leaving the tablet on the desk. Keisha reached for the tablet only to realize Stacy was just checking her email to download her homework.</i></p> <p>Students will answer the following questions:</p> <ol style="list-style-type: none"> 1. What caused the argument between Stacy and Keisha? 2. Did they communicate with each other in a violent or non-violent way? 3. What could Keisha/Stacy have done differently? 4. How could Keisha have used non-violent communication to show understanding <p>In pairs, students will then role-play the story to show how they would use their listening skills to avoid the disagreement in the story. Teacher will observe students.</p>	<p>Role play reflects effective use of listening skills and appropriate value/virtue eg. understanding when communicating with others</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. The role of parents in the development of healthy and safe behaviours should be addressed.
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 STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Circle Time should be used to deliver HFLE.

LINKS TO OTHER SUBJECTS: N/A

GRADE 2**Theme: Self and Interpersonal Relationships**

Module 2:

Coping with Risk and Adversity

Unit 1:

Managing Emotions, Feelings and Risks

General Objective:

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

1. Understand the feelings they experience
2. Appreciate the usefulness of communication skills in dealing with conflicts
3. Apply social or coping skills to support risk prevention in healthy ways

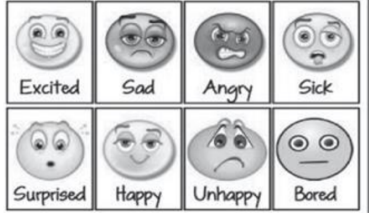
Topic 1:**Be the Boss: Managing Feelings****Life skills:**

Social: Communication

Cognitive: Critical thinking

Coping: Coping with emotions, Self-awareness

Values/ Virtues:**Concern, Self-control, Respect**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> • Examine negative and positive feelings • Express how they feel in different situations • Demonstrate the use of social skills to respond appropriately in situations that cause anger 	<p>We all have feelings and emotions. Some feelings are pleasant and some are not. Some can be very painful, some can be great but all can be controlled.</p>  <p>Feelings are caused by many different experiences. Good experiences cause us to feel happy and joyful, while bad experiences usually cause us to feel sad and alone. Our feelings also cause us to behave in certain ways. Sometimes how we are behaving can tell us how we are feeling.</p>	Game/ Discussion	<p>Note to teacher: Explain to students that it is normal to experience both negative and positive feelings. It is what we do when we experience those feelings that counts.</p> <p>Using a set of 'feelings' posters or cards with positive and negative 'feelings faces' on one side, students will stand under the poster or display card that most accurately describes their feelings about the various situations outlined below. Students standing under each feeling card or poster will make the face on the poster/card, indicate whether it is a positive or negative feeling and share why they would feel that way in the situation.</p> <p>Situations:</p> <ul style="list-style-type: none"> – Getting a present – Making a presentation in front of a crowd – Having the flu – Winning on sports day – Being called names etc. 	Students' responses reflect a clear and accurate understanding of the difference between negative and positive feelings and self-awareness in identifying how they feel in different situations

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>It is important that we deal with what we are feeling. There are different ways of dealing with our feelings.</p> <p>Dealing with Emotions</p> <p>1. Model calmness Do not shout when telling someone to remain calm. Use teachable moments.</p> <p>2. Calm Down Techniques Practice de-escalation strategies. Use manners, use I statements, walk away, count to 10 or other strategies then speak/react ONLY when calm.</p> <p>3. Develop a Feelings Vocabulary. Think of all the words that could be used to tell others how you are really feeling. List the ideas and words and hang them on a chart in a corner where they are easily accessible. Use them often.</p> <p>4. Create Calm-down Posters Choose a “calm down” technique. Make a poster of it. Use the same strategy each time you start to get angry until you master it.</p> <p>5. Identify early warning signs. We all have little signs that warn us when we are getting angry/ afraid etc. For example, “I talk louder, my heart pounds, my mouth gets dry.” The more we are aware of our unique signs, the more we will be able to calm down.</p>	<p>ICT/ Reflective Questioning</p> <p>Simulation</p>	<p>Teacher will provide support for students who are uncertain about their feelings.</p> <p>Students will view the video entitled “When I am Feeling Angry...” https://www.youtube.com/watch?v=eNSeqQIBv5o. They will then reflect on the following questions on a sheet of paper:</p> <p>Reflective Questions:</p> <ol style="list-style-type: none"> 1. How do I usually react when I am angry? 2. What can I do to control my anger? 3. What can I do differently next time? 4. How can I help others who are angry? <p>Teacher will assign groups of students different strategies to deal with their emotions. Each group will simulate how to use the assigned technique to respond to a given scenario.</p> <p>Scenarios: <i>My brother took my favourite pencil from my bag without asking.</i> <i>Lucky was running and knocked my ice cream out of my hands. I used the only money I had to buy it.</i> <i>You are being teased by your classmates about what you took to school for lunch.</i> <i>A friend tears a page from your textbook by accident.</i> <i>You are playing with your neighbour in your yard and he accidentally steps on the flowers that you have been working hard to take care of.</i></p> <p>Teacher will provide feedback on simulations and allow students to practise each step of the skill.</p>	<p>Students’ responses indicate self-awareness in identifying their behaviours when they are angry</p> <p>Simulations reflect the ability to effectively use anger management skill, along with appropriate value/ virtue such as self-control or respect to respond appropriately to situations associated with feelings of anger</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>6. Stress control strategies. Breathe deeply, count to ten, take water breaks, talk to someone, write thoughts in a journal etc.</p> <p>Being non-judgemental Means accepting others for who they are, being genuine and showing empathy. This creates a safe, comfortable environment in which the person will talk more openly.</p>	Self-monitoring	Parents will be asked to help their children practise what they have learnt to respond positively in situations that make them angry. Parents will be given a checklist and a behaviour log to help to monitor students' progress in the application of the life skill. After an assigned period, parents and students will report on the progress.	Checklist/behaviour log reflects proficient use of anger management skill, along with appropriate value/virtue such as respect, to respond appropriately in situations that cause anger

GRADE 2
Theme: Self and Interpersonal Relationships
Topic 2:
No Bad Drugs for Me!
Life Skills:

Social: Communication, Advocacy

Cognitive: Problem solving, Decision making

Coping: Coping with emotions

Values/Virtues:
Courage, Caution, Wisdom

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
By the end of the topic, students should be able to: <ul style="list-style-type: none"> • Categorise substances as legal or illegal • Choose safe ways to handle situations that involve medication • Demonstrate the ability to use social skills to make decisions involving medication that supports good health 	Note to Teachers The term drug abuse is no longer applicable. We now use substance use/misuse. Substance misuse refers to when an individual uses a substance that is illegal or uses a substance for any purpose other than the purpose for which it was intended. Harmful, Not Helpful: Substances can be harmful or helpful. Helpful substances are medicines that help our bodies to heal. Harmful substances make us sick and help to destroy our bodies. Substances are categorised as legal and illegal. Legal substances are those prescribed by the doctor and sold at the pharmacy. Some substances are not prescribed by a doctor but are bought at the pharmacy for colds and other illnesses. These are called over-the-counter drugs. Illegal substances are those that are against the law and are therefore not	Poetry/ Game	Note to teacher: cigarettes, tobacco, alcohol consumption and sale are illegal when sold or given to children. Students will listen to a dub poem about legal and illegal substances after which they will compete in small groups to categorize pictures of substances as legal or illegal. They will explain their choices. Teacher will provide feedback and clarify where necessary. Dub poem: <i>Crack cocaine and marijuana are illegal...illegal! Alcohol and cigarettes when given to children are illegal...illegal! Medicines given by your doctor are legal...legal! Substances and medicine received from the pharmacy are legal... legal!</i>	Responses reflect accuracy in categorising substances as legal or illegal
		ICT/Game	Students will view the video entitled "Wise Owl's Safety Kit: Is That Good for Me?" https://www.youtube.com/watch?v=004KDZSCLY0 Teacher will then ask students to stand in a row across the room to play a game. Students will listen to different scenarios on drugs presented by the teacher. Teacher will then present two options and students will be asked to jump once, if they choose option number one, or to jump twice if they choose option number two. Possible scenarios:	Students' responses reflect correct ways to handle situations involving medicine and appropriate value/virtue eg. wisdom or caution

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>prescribed by a doctor or sold in a pharmacy.</p> <p>You should never buy medicine from people on the street. You should also never take medicine that is given to someone else.</p> <p>People use illegal substances for many reasons. Sometimes, they do it because they want to fit in with friends or because they think it will make them cool.</p> <p>Other times, people take drugs to forget about their problems for a while.</p> <p>Many substances may make people feel good when they first take them, however, after a while people may feel sick and develop serious health problems.</p> <p>Illegal substances do not solve problems. They make life worse. A much better way to handle problems is to talk to an adult trusted and ask for help.</p>	Dramatization	<ol style="list-style-type: none"> You are feeling ill and remember the medicine your mom gave you the last time you felt sick. Should I....? <ul style="list-style-type: none"> » Got to my mom or dad and tell them how I am feeling » Take the medicine You find a box of pills on the counter. Should I....? <ul style="list-style-type: none"> » Take the pills » Do not touch them. Tell my parent/guardian You are at a friend's house and do not feel well. You tell their parent/guardian and they offer you some medicine. Should I..? <ul style="list-style-type: none"> » Take the medicine » Call my parent/guardian <p>Teacher will provide feedback and clarify where necessary</p> <p>Students will be given one of the following questions to demonstrate how they would respond.</p> <ol style="list-style-type: none"> What should I do if my friend gives me something in a bottle to sniff? What should I do if I feel sick at home? What should I do if someone tries to give me alcohol or cigarettes? What should I do if I am not feeling well at school? What should I do if I am not feeling well and my older brother or sister offers me medication? What should I do if my parent/guardian gave me medication but I do not like how I feel? <p>Reflective Question; How will my actions keep me healthy?</p> <p>Teacher will provide feedback and clarify where necessary</p>	<p>Dramatization reflects the ability to proficiently use the steps in refusal or problem solving skill, along with appropriate value/ virtue eg. wisdom or courage, to make decisions involving medication that support good health</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 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 to be productive as a people. 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. The role of parents in the development of healthy and safe behaviours should be addressed.
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 STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Circle Time should be used to deliver HFLE.

LINKS TO OTHER SUBJECTS: Integrated Studies

Module 3:
Unit 1:
General Objective:

Embracing Diversity

Diversity

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

1. Understand that people are different but similar in many ways
2. Appreciate that all humans have rights regardless of their differences
3. Apply social skills to support the development of harmonious relationships

Life Skills:

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

Respect, Care, Concern, Understanding

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> Explain how people are different but alike Show willingness to treat persons who are different with respect Show empathy to peers who are treated poorly because of their differences 	<p>Jamaica is made up of many different people. In fact, our motto is “Out of Many, One People”.</p> <p>We differ according to our:</p> <ul style="list-style-type: none"> » Beliefs » Ethnicity » Socio-economic status » Religion » Values » Abilities <p>Though we are different, we all have something about us that is special. Each individual is beautiful and possesses unique qualities regardless of their outward appearances and abilities. Each person is individually brilliant.</p> <p>Respecting others</p> <p>It is important to show respect to others, even those who may look or speak differently. When we show</p>	<p>ICT/ Discussion</p> <p>Creative expression/ Journaling</p>	<p>Students will view the video entitled “Sesame Street: We’re Different, We’re the Same” https://www.youtube.com/watch?v=hUrb4SZnxg. They will then look at an old two-dollar note (or other appropriate photo) of Jamaican students and discuss what the national motto “Out of Many, One People”, means to them in relation to the photo or other media presented.</p> <p>Teacher will guide discussion on characteristics other than physical features that make people different. Students will be asked to use what they learned in the video and the discussion to describe how people are different but alike. Teacher will provide clarification where necessary.</p> <p>Students will listen to the poem entitled “Show Respect” and answer the reflective question: ‘How should I treat persons who are different from me?’ In their journal, they will write one thing they will do to show respect to persons who are different from them.</p>	<p>Students’ responses indicate a clear and accurate understanding of how people are different but alike</p> <p>Students’ willingness to show respect to others who are different along with appropriate value/virtue e.g. respect</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>respect to others it helps them and us to feel good. If all humans were the same, the world would be a boring place.</p> <p>It is important to always remember that the uniqueness of our differences makes us equal.</p> <p>Inclusion The act of allowing someone to be a part of something or to be allowed to participate freely in activity regardless of differences or challenges.</p> <p>Inclusion also involves making accommodations for an individual who may have challenges accessing or participating in activities in the way most people do. For example, a person who is not able to see will need braille to read, or someone who uses a wheelchair will need a ramp to access a building with stairs.</p>	Story-telling/ Creative expression	<p><i>Students: Show Respect!</i> <i>Leader: To a friend who looks different from me!</i> <i>Students: Show respect!</i> <i>Leader: To someone who walks differently from me!</i> <i>Students: Show respect!</i> <i>Leader: To someone who talks differently from me!</i> <i>Students: Show respect!</i> <i>Leader: When someone has a different colour from me!</i> <i>Students: Show respect!</i> <i>Leader: To someone who can't walk like me!</i> <i>Students: Show respect!</i> <i>Leader: To someone who learns in a different way from me!</i> <i>Students: Show respect!</i> <i>Leader: To one and all!</i> <i>Students: Show respect!</i></p> <p>The poem may be accompanied by the rhythm in the link found at: https://www.youtube.com/watch?v=ZuDG2vtmwFI.</p> <p>Teacher will read a story about a student who was made fun of at school by other students because of a disability. Students will pretend this happened to their friend and write a letter or make a video to him/her showing empathy.</p>	<p>Creative expression reflects effective use of empathy skill along with appropriate value/ virtue such as care or concern</p>

SAFETY & SECURITY

THEME: SAFETY AND SECURITY – Grade 2 – TERM 1

NATIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
NS SS1: Examine rights and responsibilities in relation to Protection, Safety and Security to preserve self, family, school and community.	<ol style="list-style-type: none"> 1. Demonstrate an awareness of their protection, provision and participatory rights, roles and responsibilities to ensure their survival and development. 2. Demonstrate an awareness of their roles and responsibilities in ensuring the survival and development of the family, school and community. 	1. Exploring concepts of Protection, Safety and Security	1. My Rights and Responsibilities	<ul style="list-style-type: none"> • Don't Hide It, Tell It
NS SS2: Analyse the influence of socio-cultural factors, economic factors and personal beliefs on lifestyle choices related to protection, safety and security.	<ol style="list-style-type: none"> 1. Display knowledge of rules and guidelines that support safety of self and others 2. Appreciate the importance of right actions to minimize harm to self and others 	2. Factors Influencing Behaviours related to Safety and Security	1. Rules and Regulations for Safety	<ul style="list-style-type: none"> • Rules Protect Me • Behaviour and Consequences
NS SS3: Develop action competence and build capacity to minimize factors affecting protection, safety and security in all contexts.	<ol style="list-style-type: none"> 1. Exhibit an awareness of actions that threaten protection, safety and security. 2. Demonstrate skills to respond to and minimize factors affecting protection, safety and security 	3. Safeguards for Protection, Safety and Security	1. Risk Reduction	<ul style="list-style-type: none"> • I am a Hard Target • Road Safety • Disaster Patrol

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 unjust and inhumane treatment. 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 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. The role of parents in the development of healthy and safe behaviours should be addressed.
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 STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Circle Time should be used to deliver HFLE.

LINKS TO OTHER SUBJECTS: N/A

GRADE 2**Theme: Safety and Security**

Module 1: Exploring the Concepts of Protection, Safety and Security

Unit 1: My Rights

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

1. Understand their rights and responsibilities
2. Demonstrate an appreciation for the importance of reporting when their rights are violated
3. Apply life skills to respond appropriately to situations affecting the safety of self and others

Core Values: **Spiritual insights and safeguards – 1. Vision of self and others 2. Sense of Sacred 3. Purpose of life and life-forms 4. Stewards of the environment**

Topic 1: **Don't Hide it, Tell It!!!**

Life Skills: Social: Communication, Assertiveness

Cognitive: Decision making, Critical thinking

Coping: Self-awareness

Values/Virtues: **Courage, Confidence, Bravery**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
By the end of the topic, students should be able to:	<p>"Rights" are moral principles and laws governing things that every child should have or be able to do regardless of their age, family background, where they live or what their parents do. Some rights include getting an education, having food clothing, health care and shelter.</p> <p>Provision, Protection and Participation (PPP) Rights The three main categories of Children's Rights are:</p> <ol style="list-style-type: none"> 1. Provision Rights 2. Protection Rights 3. Participation Rights <p>Provision Rights: Rights to food, clothing, shelter, medical care, love, nurturing, education, safety and security</p>	<p>ICT/ Discussion</p> <p>Game/ Discussion</p>	<p>Students will view the video entitled "We've All Got Rights" https://www.youtube.com/watch?v=LN_70HXxd5Y after which they will participate in a guided discussion on their rights related to the provision, participation and protection rights.</p> <p>Teacher will provide feedback and clarify where necessary.</p> <p>Students will play the game "For and Against". In groups, students will be given "For" or "Against" labels. They will listen to statements read by the teacher and discuss in their groups which label to raise. Students will explain their choice and state the specific right being violated, where applicable. Example:</p> <p>Examples of statements:</p> <p><i>"Children who are lazy should not be allowed to eat." Do you agree?</i></p>	<p>Students' responses reflect the ability to clearly and accurately explain their rights to protection, provision and participation</p> <p>Students' responses reflect the ability to accurately differentiate between actions that violate their rights and actions that protect their rights</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> Demonstrate the ability to use communication skill to report a violation of their rights 	<p>Protection Rights: the right to protection from abuse and neglect, sexual exploitation, violence, drugs and alcohol.</p> <p>Participation Rights: the right to having their views considered especially in decisions that directly affect them.</p> <p>Trusted Adults Children need to have trusted adults in their lives. Trusted adults are people they can turn to when they have a problem; when something bad is happening to them; or when they have embarrassing or difficult questions.</p> <p>Trusted adults may range from their parents to teachers, relatives and religious leaders. To find a trusted adult, children should make a list of adults in their life, decide which of these adults make them feel safe and respected, and who they think will listen and help them when they have a problem.</p> <p>Duty of Care Under the child care and protection act, everyone eighteen years or older has a duty of care. In other words, once an adult cares for a child, interacts with a child, or is aware of a child they have a responsibility to ensure that the child is safe from harm. If a child is in danger, all adults who are aware, are mandated to report the situation and to take action to stop or prevent a repeat of the incident.</p>	<p>Game/ Discussion</p> <p>Dub poetry/ Simulation</p>	<p><i>"If it is dangerous for Jerome to live with his family, then he should be taken to live somewhere safe" Do you agree?</i></p> <p><i>"Seven-year-old Sasha should go to the market and work so she can provide for her family because her parents are poor" Do you agree?</i></p> <p><i>"Keisha's mother beats her every day until her body hurts". Do you agree?</i></p> <p>Teacher will provide feedback and clarify where necessary</p> <p>Teacher will place the rights on a chart or the board as a reminder for students. They will then form a circle around the teacher who will stand in the centre and throw a ball to students at random. The teacher will then select one of the rights and the student who catches the ball will explain why it is important to report persons who violate the right selected. Teacher will provide feedback and clarify where necessary.</p> <p>Reflective questions:</p> <ol style="list-style-type: none"> Why is it important for me to be protected? Why is it important for my rights to be protected? <p>Students will listen to the dub poem entitled "Report It" (or other appropriate poem). They will then work together in groups to role-play their responses to case scenarios showing how they would use communication skills to report threats to their safety or the safety of their peers (<i>see important note to teacher below</i>):</p>	<p>Students' responses provide valid reasons why it is important to report persons who violate their rights</p> <p>Simulations reflect effective use of communication skill, along with appropriate value/virtue such as courage or confidence to report a violation of their rights</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Some individuals work directly with children and have an extra special duty of care:</p> <ul style="list-style-type: none"> • health care workers, (doctors, nurses, dentists etc. • school workers (principals, guidance counsellors, teachers etc. • daycare and childcare workers • social workers, psychologists and other mental health workers • parents, family members • <u>all adults who interact with or are aware of children</u> <p>Roles of individuals with a duty of care:</p> <ul style="list-style-type: none"> • To protect children and their rights • To take actions to keep children safe from abuse and harm • To report a violation of the rights of children • To report harm caused to children • To encourage others to treat children right • To ensure that children are in an environment free from danger <p>Threats to safety Threats to safety describe situations that may lead to physical or psychological harm for example:</p> <ul style="list-style-type: none"> • physical abuse • sexual abuse • verbal abuse 		<p>Dub Poem</p> <p><i>Report it</i></p> <p><i>Report it! Report it!</i></p> <p><i>Anything that threatens your safety!</i></p> <p><i>Report it! Report it!</i></p> <p><i>Anyone that threatens your safety</i></p> <p><i>Report them, report them!</i></p> <p><i>If they abuse you</i></p> <p><i>Report it!</i></p> <p><i>Threaten to kill you or your family!</i></p> <p><i>Report it!</i></p> <p><i>If they scare you and try to get you to keep their dirty secrets</i></p> <p><i>Report it!</i></p> <p><i>1-888-PROTECT</i></p> <p><i>Report it!</i></p> <p><i>1-888-77t6-8328</i></p> <p><i>Report it!</i></p> <p><i>311, 811, 112, 911</i></p> <p><i>Report it!</i></p> <p><i>Write a letter, send a text! Speak up!</i></p> <p><i>Report it!</i></p>	

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<ul style="list-style-type: none"> denial or withholding of meals denial or withholding of medical attention any situation that risks physical harm <p>Children can respond to threats to their safety and security by:</p> <ul style="list-style-type: none"> Physically running away from the scene Making a phone call to the police or the Child Protection and Family Services Agency Making a report to a trusted adult by writing a letter, making a phone call, sending a phone call or having a conversation about the matter Reporting anyone who says they will harm them in any way shape or form <p>Reporting Children should speak out if they feel their rights have been violated by any individual. This may include a person who they trust and can depend on to help them.</p> <p>Strategies for speaking out on rights violations include writing a note/ letter, speaking directly to a trusted adult, making a telephone call to 1-888-PROTECT (776-8328).</p> <p>List of Emergency Numbers in Jamaica</p> <p>http://www.discoverjamaica.com/emergency.html</p>		<p>Examples of Case scenarios:</p> <ol style="list-style-type: none"> Jason is forced to sell on the street to assist with household expenses Jermaine has special needs and is excluded from activities at school Janice is kept home from school for weeks because her parents do not have a job Seven-year-old Judas is left alone at home while his parents go to a party <p>Note to teacher:</p> <p><i>Emphasis must be placed on simulating the reporting of the situations captioned in the scenarios. The act of reporting is what needs reinforcement. Avoid having students role-play the violations captioned in the case scenarios. The steps in the selected life skill should be used as the catalyst for making the report reinforced by the value selected. Referrals MUST be made where necessary to the Guidance Counsellor when cases of violations of the rights of a child are suspected.</i></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 socio-cultural awareness of their rights and responsibilities in their home, 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. The role of parents in the development of healthy and safe behaviours should be addressed.
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 STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Circle Time should be used to deliver HFLE.

LINKS TO OTHER SUBJECTS: Integrated Studies

GRADE 2**Theme: Safety and Security**

Module 2:

Factors Influencing Behaviours related to Safety and Security

Unit 1:

Rules and Regulations for Safety

Learning Goals:

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

1. Understand the importance of rules and regulations to protect their safety
2. Appreciate the roles of others in relation to their protection
3. Apply life skills to support making the right choices

Core Values:

Spiritual insights and safeguards – 1. Vision of self and others 2. Sense of sacred
3. Purpose of life and life-forms 4. Stewards of the environment

Topic 1:

Rules Protect Me

Life Skills:

Social: Communication

Cognitive: Critical thinking, Decision making

Coping: Self-awareness, Healthy Self-management

Values/Virtues:

Respect, Obedience, Citizenship

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> • Illustrate how obeying rules helps to keep them safe • Practice obeying rules • Demonstrate the ability to use decision making skill to obey rules 	<p>Rules Instructions that state how things should be done, what is allowed and what is not allowed. Rules, therefore, help us to know what we should avoid doing.</p> <p>Obeying Rules Helps to Keep Us Safe Obeying rules for protection, safety and overall development help to keep children safe by helping them to:</p> <ul style="list-style-type: none"> • keep or stay away from things or activities that are dangerous to them • understand how to behave • understand how to do the right thing • stay protected where possible or minimize the risk of danger 	ICT/Creative Expression	<p>Students will view the video entitled “Learning to Obey: Moral Stories in English...” https://www.youtube.com/watch?v=BjrKiRNr8cw and discuss in their groups how rules help to keep them safe. Each group will illustrate how rules help to keep them safe using drawings or through demonstration.</p> <p>Teacher will provide feedback and clarify where necessary.</p> <p>Note to teacher: Before engaging in the activity below, please view the video entitled “Creating Classroom Rules” https://www.youtube.com/watch?v=69ehhlwC8eY</p>	<p>Illustrations reflect a clear and accurate understanding of how rules help to keep them safe</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<ul style="list-style-type: none"> • get a fair chance • keep away from danger • have a better quality of life • become more organized • understand boundaries better • gain a better understanding of how the systems in their lives work • develop respect for themselves and others <p>Children should only be taught to follow rules that are meant for their protection, safety and overall development, in other words, sometimes unknown to parents or guardians, children are left in the care of an individual or individuals who intend to harm them.</p> <p>Unfortunately, sometimes those left in authority use their power to manipulate children to do the wrong thing or abuse them. Such cases should always be reported. It may be hard for a young child to differentiate between a rule that is meant to help them develop or to keep them safe and being manipulated into doing something wrong.</p> <p>Telling the difference between good rules and bad rules: Rules should be written in a way that describes what should be done. They should be written positively. Avoid negatively stating rules, for example, “do not run” should read “please walk.” Children need to be</p>	<p>Simulation</p> <p>Brainstorming/ Self-monitoring checklist</p>	<p>Students will work together in small groups guided by a leader to practise obeying classroom rules. The leader will show a photo of each rule to students; students will then model the correct way of obeying the rule by mirroring the leader. Students who fail to model the rule correctly must receive opportunities to get it right. In groups, students will continue to practise obeying the rule. The process should be repeated for each rule. (See page X for Irie Classroom Rules. Cards can also be created for additional classroom rules.</p> <p>Teacher will observe students and provide support to ensure rules are modelled correctly.</p> <p><i>Note to teacher: It is important to provide support to students in this process, helping them to state rules in a positive way and that rewards and consequences are realistic and reasonable. Rules generated should become a part of students’ routines.</i></p> <p>Students will view the video entitled “Behaving Properly Little Mandy Manners...” https://www.youtube.com/watch?v=LpGAY5tFoqw. As a class, they will then discuss the video and highlight negative behaviours observed in their classroom. Teacher will then divide students into groups and assign one negative behaviour to each group. Students will write one rule they think will help to correct the behaviour and a consequence for breaking the rule.</p> <p>Each group will create a drawing to remind their classmates of the new rule. Groups will take turns to teach and simulate obeying the new rule. Each week, students will be paired and asked to monitor each other’s ability to obey the rules. Teacher will keep a chart on the classroom wall to award students stars for their</p>	<p>Simulations reflect the ability to correctly obey rules, along with display of appropriate value/virtue such as respect or obedience</p> <p>Checklists reflect the ability to effectively use the steps in decision making skill and appropriate value/virtue such as obedience to obey rules</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>taught how to obey specific rules; they should be given opportunities to get it right. Children can also play an important role in setting rules: https://www.youtube.com/watch?v=zULcO55d31g "Creating Classroom Rules with Children"</p> <p>Good rules:</p> <ul style="list-style-type: none"> • Are never a secret • Encourage to do good things • Tell us to keep away from doing things that keep us away from danger • Help us to become better individuals • Are never intended to hurt us or others • Never take participation, protection or provision rights away from children • Have reasonable consequences that are meant to help the child learn from their mistakes <p>Bad rules:</p> <ul style="list-style-type: none"> • Are sometimes a secret • Encourage us to do bad things • Make it harder for us to become better individuals • May prohibit children from exercising their protection, participation or provision rights • May have consequences that endanger children • Respecting authority figures 		<p>behaviour. These students will be recognized each week during devotion.</p> <p>Reflective Question: Why should I obey rules?</p>	

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>It is important for children to be taught to respect authority figures or those in charge. It is also important for them to be taught that sometimes those in authority fail to exercise the functions of their roles the way they ought to, so that they may have the confidence to report if they are being manipulated or being abused. Teaching children to be assertive and respectful is a good balance between teaching them to be obedient while encouraging them to speak up when they are in a situation in which someone in charge deliberately puts them at risk.</p> <p>Some Authority Figures: At home: older siblings, parents, uncles, aunts, guardians, neighbours and other persons responsible for their welfare.</p> <p>At School: class monitors, teachers, guidance counsellors, vice-principal, principal, security guards and ancillary workers.</p> <p>In the Society: law enforcement officers (police, soldier, disaster management personnel, street wardens, government officials etc.</p>			

GRADE 2**Theme: Safety and Security****Topic 2:**

Life Skills:

Behaviour and Consequences

Social: Communication

Cognitive: Problem solving, Decision making

Coping: Self-awareness, Healthy Self-management

Values/Virtues:**Integrity, Honesty, Citizenship**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria												
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none">Examine the consequences of positive and negative behavioursRelate the importance of behaving wellDemonstrate the ability to use cognitive skills to display right actions	<p>Negative and Positive Behaviours Behaviour describes the way we act or conduct ourselves, especially towards others. Behaviours can be either negative or positive. Positive behaviours involve conducting ourselves well and doing the right thing. Negative behaviours often refer to engaging in activities or doing things that affect others and/or ourselves in a negative way.</p> <p>Consequences of positive behaviour Consequence describes what happens when we do something. A consequence may be positive or negative. A positive consequence results from positive behaviours. A negative consequence is the result of negative behaviour. For example, if we study for an exam we will get better grades, or if someone breaks the law they may go to jail.</p> <p>When we behave positively we:</p> <ul style="list-style-type: none">» feel good about ourselves» help others to feel good about themselves» become better individuals» prevent ourselves from getting into trouble with the law	Stimulus Activity	<p>Students will use their dictionaries to explain the meaning of the words ‘actions’, ‘behaviour’ and ‘consequences’. They will then be placed in groups to complete a ‘Behaviour and Consequences Puzzle’ where they will be required to match each action/behaviour puzzle piece with the correct consequence. The first group to complete the puzzle wins.</p> <p>Examples of actions and consequences on puzzle pieces:</p> <table><tr><th>Behaviours</th><th>Consequences</th></tr><tr><td>Doing your homework well</td><td>Getting good grades</td></tr><tr><td>Making fun of someone else</td><td>Hurting the persons feelings and people will think you are mean</td></tr><tr><td>Hitting your classmate</td><td>Getting into trouble</td></tr><tr><td>Turning in money that you found</td><td>You will be recognized for being an honest person</td></tr><tr><td>Listening in class</td><td>Understand what was taught</td></tr></table>	Behaviours	Consequences	Doing your homework well	Getting good grades	Making fun of someone else	Hurting the persons feelings and people will think you are mean	Hitting your classmate	Getting into trouble	Turning in money that you found	You will be recognized for being an honest person	Listening in class	Understand what was taught	Discussion points reflect a clear and accurate understanding of the consequences of positive and negative behaviours
Behaviours	Consequences															
Doing your homework well	Getting good grades															
Making fun of someone else	Hurting the persons feelings and people will think you are mean															
Hitting your classmate	Getting into trouble															
Turning in money that you found	You will be recognized for being an honest person															
Listening in class	Understand what was taught															

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. The role of parents in the development of healthy and safe behaviours should be addressed.
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 STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Circle Time should be used to deliver HFLE.

LINKS TO OTHER SUBJECTS: Integrated Studies

GRADE 2**Theme: Safety and Security**

Module 3:

Safeguards for Protection, Safety and Security

Unit 1:

Risk Reduction

Learning Goals:

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

1. Develop an awareness of the factors that affect their safety and security
2. Appreciate the importance of taking precautions to protect their lives and the lives of others
3. Apply life skills to support actions that safeguard their protection and security

Core Values:

Spiritual insights and safeguards – 1. Vision of self and others 2. Sense of sacred 3. Purpose of life and life-forms 4. Stewards of the environment

Topic 1:**I am a Hard Target****Life Skills:**

Social: Empathy, Advocacy

Cognitive: Decision making, Critical thinking

Coping: Self-awareness, Healthy Self-management

Values/Virtues:**Clear thinking, Reason**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> • Explain how to make themselves a hard target • Initiate actions to support making themselves a hard target • Demonstrate advocacy skill to encourage others to become a hard target 	<p>Who is a hard target</p> <p>When we make ourselves a hard target it means that it is difficult for others to <i>predict</i> what we will do, making it more difficult for others to <i>hurt</i> or <i>influence</i> us <i>negatively</i>. One who is a hard target is aware of their environment and takes the time to think before making decisions.</p> <p>Becoming a hard target:</p> <p>To become a hard target requires changing the way we think about our environment, and those around us. In other words, it is important to think about where we are, who knows where we are, who is with us and how to get help.</p> <p><i>Students can make themselves a hard target by:</i></p>	<p>Stimulus activity</p>	<p>Students will view photos of children in potentially dangerous situations and will discuss the following questions:</p> <ol style="list-style-type: none"> 1. Is the person in the photo an easy or hard target? 2. Why is this person an easy target? 3. Why is this person a hard target? 4. How can the person in the photo make themselves a hard target? <p>Sample photos: Walking on a lonely road alone : https://www.burkemeadlawyers.com.au/top-posts-home/can-charged-letting-child-walk-home-alone/ Looking lost and confused in public: https://pxhere.com/en/photo/1273803 Playing at the river unsupervised: https://www.google.com/search?q=playing+at+the+river+unsupervised&rlz=1C1CH-ZL_enJM780JM780&source=lnms&tbn=isch&sa=X&ved=0ahUKEwjKttGpoPXiAhWip-</p>	<p>Illustrations reflect a clear and accurate understanding of how rules help to keep them safe</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria						
	» ask their parents/guardians to allow them to take self-defence classes		<p>Using the internet or a smart device: What can I do to become a hard target when using the internet or a smart device?</p> <p>Using the road or going home from school: What can I do to make myself a hard target when using the road or when going home from school?</p> <p>At play: What can I do to make myself a hard target when at play?</p> <p>At home: What can I do to make myself a hard target when at home?</p> <p>If lost: What can I do to make myself a hard target if I get lost?</p> <p>Taking a taxi: What can I do to make myself a hard target if I need to take a taxi?</p> <table><tr><td>Situation</td><td>What can I do to become a hard target?</td></tr><tr><td>E.g. If I am lost</td><td>Find an adult in uniform such as a police officer or nurse and ask for help</td></tr><tr><td></td><td>Find a public place like a restaurant and report it to an adult who works there and ask them to help me</td></tr></table>	Situation	What can I do to become a hard target?	E.g. If I am lost	Find an adult in uniform such as a police officer or nurse and ask for help		Find a public place like a restaurant and report it to an adult who works there and ask them to help me	
Situation	What can I do to become a hard target?									
E.g. If I am lost	Find an adult in uniform such as a police officer or nurse and ask for help									
	Find a public place like a restaurant and report it to an adult who works there and ask them to help me									

GRADE 2**Theme: Safety and Security****Topic 3:****Road Safety****Life Skills:**

Social: Communication

Cognitive: Decision making, Problem solving

Coping: Healthy Self-management

Values/Virtues:**Caution, Reason, Clear thinking**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> Explain how to cross the road safely Adopt good road safety habits Demonstrate the ability to use cognitive skills to practise proper road safety measures 	<p>Road safety Vehicular traffic can be dangerous to an inexperienced road user. It is important for children to learn how to use the road safely.</p> <p>How to Cross the Road Safely:</p> <ul style="list-style-type: none"> it is important to stop, think and find the safest place to cross the road it is important to stay away from the roadway while waiting to cross the road watch and listen for passing vehicles including motorbikes and bicycles only cross the road when it is safe; wait patiently and let the traffic pass always use the pedestrian walkway when one is available Check that parked vehicles are not running before walking around them 	<p>ICT/ Discussion</p> <p>Resource person / Simulation</p>	<p>Students will view the music video entitled "Crossing the Street I Love to Learn: Music for Kids..." https://www.youtube.com/watch?v=f7Jrp8Rlzg4. Students will then be given a handout with pictures that depict safe and unsafe ways to cross/use the road e.g. running into the street to get a ball; crossing the street when the traffic light is green, etc. Students will use crayons to make an X over the incorrect pictures. They will be asked to explain their selection. Teacher will clarify where necessary.</p> <p>Students will be engaged in an interactive discussion by a resource person from the National Road Safety Council or Jamaica Constabulary Force; students will discuss behaviours that will help to keep them safe on the road and obey road signs.</p> <p>Using a model of a roadway or a section of the parking lot at school, students will then simulate the following under the supervision of the teacher:</p> <ol style="list-style-type: none"> Crossing the street Following road signs Walking on the road <p>Reflective Question: What can I do to improve my safety on the</p>	<p>Responses reflect a clear and accurate understanding of how to cross the road safely</p> <p>Discussion points and simulations reflect behaviours that support good road safety habits along with appropriate value/virtue such as caution</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>General road safety tips: Practising behaviours that can help to minimize the risk of injury or death when using the road is very important:</p> <ul style="list-style-type: none"> • avoid playing on the road • avoid using a cell phone or tablet • wear brightly coloured clothing at night • one should always be alert and be aware of their surroundings • young children should be placed in booster seats or car seats • always use seatbelts • always wear a helmet when travelling on motorcycles. • avoid driving with drunk drivers (young children may have no control over this however, parents should ensure that they or other individuals responsible for transporting their children avoid driving while under the influence. • always obey road safety signs • always use sidewalks when possible 	Checklist	<p>road?</p> <p>Students will be given a 'Road Safety Tips Checklist' for their parents to complete. Parents will be asked to observe their children in situations that involve road use (eg. walking on the road, crossing the street, travelling in cars, etc.) and complete the checklist. Teacher will review the checklist in class and provide feedback.</p>	Checklists reflect effective use of problem solving or decision making skill and appropriate value/virtue such as responsibility or clear thinking or reason to practise proper road safety measures

GRADE 2**Theme: Safety and Security****Topic 2:****Disaster Patrol****Life Skills:**

Social: Communication

Cognitive: Decision making, Problem solving

Coping: Healthy Self-management

Values/Virtues:**Caution, Responsibility, Wisdom, Clear-thinking**

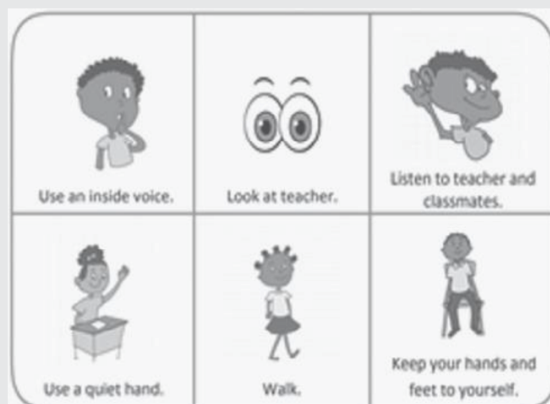
Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> Explain how to respond to the threat of a natural disaster Take steps to educate others on how to prepare for a natural disaster Demonstrate cognitive or coping skills to respond appropriately to natural disasters 	<p>Earthquake: During</p> <ul style="list-style-type: none"> Respond to the alarm if at school Remain calm Drop, cover, hold and wait for shaking to end. <p>After</p> <ul style="list-style-type: none"> Remain inside unless it is unsafe to do so. Stand in designated safety zones and listen for instructions. If hurt, inform an adult. <p>Fires: During</p> <ul style="list-style-type: none"> Respond to the alarm Move quickly toward the nearest exit Do not go back inside the building if you forget something or someone. If you are trapped in the building, lie flat on the ground and try to creep out through the nearest and safe exit Obey the instructions of the adults in charge. <p>After</p> <ul style="list-style-type: none"> Stay away from debris and other 	<p>Resource Person/ Creative arts</p> <p>ICT/Creative Expression</p>	<p>Students will participate in an interactive presentation hosted by a representative from the Office of Disaster Preparedness and Emergency Management or Jamaica Fire Brigade (or other appropriate personnel). Students will then work in small groups to write sentences explaining how to respond to the threat of a natural disaster. Each group should be assigned one natural disaster. Teacher or resource person will provide feedback and clarify where necessary.</p> <p>Students will reflect on the question 'Why should I prepare for a natural disaster?' and view the following videos:</p> <p>"How to Prepare for a Hurricane..." https://www.youtube.com/watch?v=xHRbnuB9F1I</p> <p>"Be Prepared for a Fire in Your Home:" https://www.youtube.com/watch?v=aXaUoC7S5oo</p> <p>"How to Protect yourself during an Earthquake": https://www.youtube.com/watch?v=aXaUoC7S5oo</p> <p>After watching each video, they will create a checklist of items that must be gathered, or actions that must be taken, to prepare for the natural disaster. Teacher will review the checklists and provide feedback.</p> <p>Each student will then choose one natural disaster and will be asked to use the checklist to educate their family members on how to prepare if the disaster were to strike. They</p>	<p>Students' responses reflect a clear and accurate understanding of how to respond to the threat of a natural disaster</p> <p>Creative expression reflects the ability to initiate actions to support preparation for a natural disaster and appropriate value/virtue such as wisdom and responsibility</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>potentially harmful material.</p> <ul style="list-style-type: none"> Wait for further instructions from the adults in charge. Inform an adult if you are hurt. <p>Hurricanes and Flood: <i>During & After</i></p> <ul style="list-style-type: none"> Stay inside and keep dry. Stay away from windows and doors. Avoid crossing flooded roadways. Use alternative exits if instructed to do so. Obey instructions of the adults in charge. <p><i>It is important to prepare a survival kit. It is especially important to store non-perishable food items and water during the hurricane season.</i></p>	Simulation	<p>can create posters, write a letter or do an oral presentation. Parents will be asked to complete a form, which will be used to verify if the task was completed as required. Students will also share their experiences doing the task in class.</p> <p>Students will view the videos below and practise the steps to respond to a fire and an earthquake. A fire or an earthquake drill will be simulated with support from the Guidance Counsellor.</p> <p>Students who are members of the school's Fire Warden's Club may assist in leading this activity.</p> <p>"Remember Drop, Cover, Hold" https://www.youtube.com/watch?v=t36YzCnmjEU</p> <p>"Fire drill:" https://www.youtube.com/watch?v=MS30v2Cz5x8</p>	<p>Simulations reflect effective use of decision making or problem solving skill, along with appropriate value/virtue such as clear thinking or caution, to respond appropriately to natural disasters</p>

RESOURCES

The following rule cards have been adapted from Dr Helen Baker-Henningham's "Irie Class Room Toolbox" learn more about the tool box in the link below:

<https://www.iriETOOLBOX.com/>



SEXUALITY & SEXUAL HEALTH

Sexuality and Sexual Health – Grade 2 – TERM 2

REGIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
RS SS1: Demonstrate an understanding that the concept of human sexuality as expressed throughout the life cycle, is an integral part of every individual.	1. Apply proper personal care and hygiene practices 2. Demonstrate an awareness of similarities and differences between boys and girls. 3. Respond appropriately to uncomfortable /risky situations. 4. Provide support to peers and siblings in uncomfortable/risky situations.	1. Differentiating Between Sex and Sexuality	1. Human Sexuality 2. Factors and Risks Affecting Reproductive Health	• Self Care • Good Touch/ Bad Touch
RS SS2: Students will analyse the influence of socio-cultural and economic factors as well as personal beliefs on the expression of sexuality choices.	1. Engage in various activities for health, fun and development of healthy muscles and motor skills. 2. Demonstrate an awareness of safe behaviours during physical activity.	2. Sociocultural Influences on Sexual Behaviour	1. Gender Roles	• We are Alike but Different
RS SS3: 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.	1. Maintain appropriate care of genitals. 2. Demonstrate an awareness of actions that can lead to damage to reproductive organs. 3. Demonstrate appropriate health habits to protect themselves and others against the spread of disease. 4. Demonstrate skills to assist and respond compassionately to siblings and peers requiring healthcare.	3. Managing Reproductive Health	1. Protecting My Body	• Bacteria in the Area! • My Lovely Body!
RS SS4: Students will utilize knowledge and skills to access age-appropriate sources of health information, products, and services related to sexuality and sexual health.	1. Identify family, school and community services as sources of information.	4. Access Sources of Health Information and Services	1. Health Information Sources	• Places to Go for Help

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. The role of parents in the development of healthy and safe behaviours should be addressed.
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 STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Circle Time should be used to deliver HFLE.

LINKS TO OTHER SUBJECTS: Integrated Studies

GRADE 2**Theme: Sexuality and Sexual Health**

Module 1:

Differentiating Between Sex and Sexuality

Unit 1:

Human Sexuality

Learning Goals:

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

1. Understand the importance of proper hygiene
2. Appreciate the need to apply personal hygiene practices
3. Apply life skills to respond to situations that may put them at risk

Core Values:

Spiritual insights and safeguards – 1. Vision of self and others 2. Sense of sacred
3. Purpose of life and life-forms 4. Stewards of the environment

Topic 1:**Self Care****Life Skills:**

Social: Empathy

Cognitive: Decision making

Coping: Healthy Self-management

Values/Virtues:**Responsibility, Cleanliness, Care**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> • Differentiate between proper and improper hygiene practices • Relate the importance of good personal hygiene • Demonstrate coping skills that support good personal hygiene practices 	<p>Hygiene Hygiene means keeping oneself clean, maintaining a good appearance and preventing the spread of viruses and bacteria to others.</p> <p>Good Personal Hygiene Habits Good personal hygiene habits help us to stay healthy, ward off infections and diseases, maintain a healthy body image and develop a healthy personality.</p> <p>Oral Hygiene Good oral hygiene practices should be part of every child's daily routine. These include brushing teeth, flossing, using a mild mouthwash etc. to prevent bad breath, tooth decay and gum disease. We should brush our teeth for at least one</p>	<p>ICT/Game</p> <p>Resource person/ Journaling</p>	<p>Students will view the video entitled "Personal Hygiene" https://www.youtube.com/watch?v=jQ2e0KH5Wrl. They will then work together in groups to play the "Hygiene Game" in which they will be shown photos of hygiene practices and will indicate which photos depict proper or improper hygiene practices by raising their "proper" or "improper" sign when the photo is displayed or projected.</p> <p>Teacher will provide feedback or clarify where necessary.</p> <p>Students will participate in an interactive discussion hosted by the community health nurse on the importance of practising good personal hygiene. Students will answer the following question in their journal:</p> <p>Why is it important for me to have good personal hygiene?</p>	<p>Responses reflect accuracy in differentiating between proper and improper hygiene practices</p> <p>Students' responses in journals on the importance of practising good personal hygiene reflect accuracy and appropriate value/ virtue such as care or responsibility</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>minute twice per day. We should also avoid too much sugary or junk foods.</p> <p>Nail Hygiene Nails are a breeding ground for harmful bacteria. These bacteria can easily transfer to our eyes, nose and mouth, making us sick. We should ensure that the fingernails are clipped every week. Keeping the nails short is a good way to reduce the number of germs present under the nails. We should resist the habit of nail-biting.</p> <p>Genital Hygiene Bathing helps us get rid of dead skin cells and make way for new skin cells. We should shower at least twice a day with a clean wash rag. Girls should wash their vagina gently from front to back to prevent infections. Boys should wash their penis and scrotum the way they wash other body parts. The tip of the penis should be pulled back gently and cleaned (if uncircumcised). We should use a clean, dry towel to dry ourselves after bathing and wear clean underwear.</p>	Checklist/ Self-monitoring/ Journaling	<p>Students will work together in groups to generate a checklist of good hygiene practices and those practices that should be avoided. They will discuss the consequences of practising both good and bad behaviours and possible effects on their health.</p> <p>Students will be required to use the checklist over a prescribed period to track their hygiene habits. Parents will also be asked to monitor the hygiene habits of their children at home using the checklist.</p> <p>The checklist should be placed in their journal. Students will report on their progress at a designated time.</p> <p>Sample items for the checklist:</p> <ul style="list-style-type: none"> » Wash hands before eating » Wash hands after eating » Wash hands before using the bathroom » Wash hands after using the bathroom <p><i>Students may also use the checklist to monitor the general hygiene of the physical classroom space (a hygiene wall of fame in which points are awarded to individual students may also be maintained for evidence of good deportment).</i></p>	<p>Checklists and discussion reflect the ability to use the first two steps of healthy self-management skill: to identify hygiene practices that are good for their health; state the consequences of those behaviours</p> <p>Completed checklists/ and hygiene wall of fame reflect the ability to use the third step in healthy self-management skill (to choose the behaviours that will make them healthy) along with appropriate value/ virtue such as cleanliness</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Hand Hygiene Hand-washing is a simple activity that takes just a few seconds, but this habit can keep germs and infections away. We should wash our hands with soap and water.</p> <p>After applying soap, we should rub our hands together to lather up for about 20 to 30 seconds, rinse off the soap completely with clean water then dry our hands. We should wash our hands before and after meals, after using the toilet, after playing in the dirt or with pets, after coughing or sneezing, and after being in contact with someone who is sick.</p> <p>Foot Hygiene Just like hands and skin hygiene, proper foot hygiene will reduce the risk of smelly feet, ringworm and other foot infections. We should wash our feet when bathing, and make sure to dry in between the toes completely. We should also ensure that we clean and cut toenails.</p> <p>Toilet Hygiene We should wipe with toilet paper after using the toilet and continue wiping with fresh toilet paper until it comes out clean. Always flush the toilet and look back to make sure it is clean for someone else to use. We must wash our hands each time we use the toilet.</p>			

GRADE 2**Theme: Sexuality and Sexual Health**

Module 1:

Differentiating Between Sex and Sexuality

Unit 2:

Factors and Risks Affecting Reproductive Health

Learning Goals:

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

1. Understand the importance of proper hygiene
2. Appreciate the need to apply personal hygiene practices
3. Apply life skills to respond to situations that may put them at risk

Core Values:

Spiritual insights and safeguards – 1. Vision of self and others 2. Sense of sacred 3. Purpose of life and life-forms 4. Stewards of the environment

Topic 1:**Good Touch/ Bad Touch****Life Skills:**

Social: Refusal, Communication, Assertiveness

Cognitive: Critical thinking, Decision making

Coping: Self-awareness

Values/Virtues:**Courage, Wisdom**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> • Differentiate between a good and bad touch • Encourage their peers to report unsafe or bad touches • Demonstrate the ability to use social to report incidents of unsafe/inappropriate touches 	<p>Our bodies are amazing! We are fearfully and wonderfully made! The human brain is also an amazing organ, fearfully and wonderfully made. It can learn, reason, and control so many other things that we do.</p> <p>While a lot is happening on the outside of our bodies that we can see, such as the face, shoulders, penis, vagina, bottom and toes, there are even more things happening inside us like pulse rate, heartbeats and digestion.</p> <p>Our bodies are private and they belong to us. We should keep our bodies clean, eat well, exercise and rest. We should always try to feel comfortable in our bodies.</p> <p>Good Touch A good touch is a touch that is safe, makes a child feel cared for, or is</p>	ICT/ Discussion	<p>Note to teacher: It is paramount that the responses and reactions of students be noted as there may be students who have been sexually abused in your class. Under the Child Care and Protection Act of 2004, all suspected cases of child abuse in any way shape or form must be reported to the authorities, even if a referral is made to the guidance counsellor.</p> <p>Students will view and discuss the following videos: “#kidshouldknow about ‘Safe Touch’” https://www.youtube.com/watch?v=qAnQ3WvaD8 “#kidshouldknow about ‘Safe Touch’ Part 2” https://www.youtube.com/watch?v=wHux8T6z-iY “#kidshouldknow about ‘Safe Touch’ Part 3” https://www.youtube.com/watch?v=TN_H8Thv2EY Teachers should clarify that even though the mouth is not covered by clothing it is considered a private part as it relates to safe and unsafe touch.</p>	Discussion points reflect the ability to clearly and accurately differentiate between a good touch and a bad touch

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>necessary for their health. A good touch is a touch that does not make a person feel uncomfortable.</p> <p>Examples of a Good Touch High Five, handshake, pat on the head, friendly hug, holding hands during play (only when both parties agree). Good touches are not on private parts of the body, which are the areas covered by a bathing suit.</p> <p>Unless there is a medical reason or an emergency, nobody should ever touch another person without their consent.</p> <p>Bad Touch These touches are uncomfortable, threatening, unwanted and/or unsafe. These touches hurt children's bodies or feelings and include situations where someone, especially someone who is older or bigger, touches their private part of the body.</p> <p>No one should ever touch a child on any of the areas covered by a bathing suit unless it is for a medical reason or for the parent, guardian or adult in charge catering to the hygiene needs of that child.</p> <p>Sometimes children are asked to keep a bad touch a secret. It is important to note that bad touches are not always uncomfortable.</p> <p>Examples of Bad Touch Kiss on the mouth, or anywhere else on the body touch on any area covered by a bathing suit, being touched by or being asked to touch an adult or child on their private part, punching, slapping, spitting, and</p>	<p>Resource Person/ Creative arts</p> <p>Role Play</p>	<p>Each student will draw pictures of their bodies showing the front and back. They will use green crayons or markers to mark the areas on their bodies that are safe to touch. They will use the colour red to mark the areas on their bodies that are unsafe to touch. Students will explain the reason for their choices. Teacher will clarify, give feedback and make referrals where necessary.</p> <p>Students will listen to a presentation from a representative of the Child Protection and Family Services Agency, or another appropriate resource person, on how to report child abuse/how to respond to incidents of abuse. They will then work together in groups to create short messages to influence their peers to report bad or unsafe touches; messages may take the form of a song, poem, dub poem, drawing, poster or any other creative form.</p> <p>Teacher will provide feedback, clarify and make referrals where necessary.</p> <p>Students in groups will be given different case scenarios in which children are in potentially unsafe situations; each group will role-play how the character(s) affected should respond.</p> <p><i>Example of Scenario:</i> <i>Karl, Maria, Zander and Bria were playing on the veranda. Zander suggested that they play a game where they touch any part of the body if the person does not keep their finger crossed. What should Bria, Karl and Maria do?</i></p> <p><i>Keisha/John is home alone with her/his uncle/aunt who wants to play a secret game where they undress together. What should Keisha/John do?</i></p>	<p>Creative pieces reflect the ability to encourage their peers to report bad or unsafe touches and appropriate value/virtue such as wisdom</p> <p>Role plays reflect the ability to proficiently use the steps in refusal skill or decision making skill, along with appropriate value/virtue such as wisdom or courage, to support reporting incidents of unsafe/bad touches</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>pinching etc.</p> <p>A Trusted Adult A trusted adult is an adult who will listen to children, believe them, and protect them. Children should be taught the following:</p> <ul style="list-style-type: none"> • It is not okay to touch the private parts of other people • It is not okay for anyone to touch their private parts in front of a child • It is not okay for anyone to ask a child to touch their private body parts • Only a doctor should ask a child to take their clothes off in cases where they are sick and need to be examined • It is not okay for anyone to take photos or videos of a child without their clothes on • It is not okay for a child to be shown photos or videos of persons without any clothes on • A child has the right to decide who can touch him/her <p>Reporting Unsafe or Bad Touches Cases of sexual abuse may be reported to:</p> <ul style="list-style-type: none"> » The Child Protection and Family Services Agency (CPFSA) at 1888-PROTECT » A trusted adult » Anyone with a duty of care » The Jamaica Constabulary force at 811, 311 or 119 or the nearest police station 		<p>Note to teacher:</p> <p><i>It is important emphasis is placed on role-playing the response to the situations captioned in the scenarios.</i></p> <p><i>The act of reporting and refusal is what needs reinforcement. Avoid having students role-play the violations captioned in the case scenarios.</i></p> <p><i>The steps in the selected life skill should be used as the catalyst for making the report or refusal reinforced by the value selected.</i></p> <p>Referrals must be made where necessary.</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 daily display their attitudes and values in their sexuality. Family, religion, culture, technology – including media – and peers, influence these behaviours. Students will acquire knowledge and skills that will assist them in understanding their own sexuality and making decisions about their sexual engagement, which will allow them to 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. The role of parents in the development of healthy and safe behaviours should be addressed.
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 STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Circle Time should be used to deliver HFLE.

LINKS TO OTHER SUBJECTS: N/A

GRADE 2**Theme: Sexuality and Sexual Health**

Module 2:

Sociocultural Influences on Sexual Behaviour

Unit 1:

Gender Roles

Learning Goals:

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

1. Understand that boys and girls can perform similar tasks
2. Demonstrate an appreciation for gender differences
3. Apply life skills in responding appropriately to various factors influencing boys and girls

Core Values:

Spiritual insights and safeguards – 1. Vision of self and others 2. Sense of the sacred 3. Purpose of life and life-forms 4. Stewards of the environment

Topic 1:**We are Alike but Different****Life Skills:**

Social: Communication, Advocacy

Cognitive: Decision making, Problem solving

Coping: Self-awareness

Values/Virtues:**Respect, Appreciation, Tolerance**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> • Explain the anatomical differences between boys and girls • Discover similarities between girls and boys • Relate that boys and girls can perform similar tasks • Demonstrate self-awareness by describing their feelings about equal 	<p>Differences between boys and girls</p> <p>Boys and girls are different based on their anatomy, in that a boy has a penis which makes him a male, while a girl has a vagina, which makes her a female.</p> <p>Apart from these differences, however, boys and girls are also different in other ways. For example, boys are generally more physical and active than girls; they also tend to be more aggressive and stronger just because of how their bodies and brains were made.</p> <p>Girls at times do better in language and reading skills while boys are often better with numbers, drawing and technical tasks. Girls tend to say what is on their minds more while</p>	<p>Guided Discussion</p> <p>Game/ Discussion</p>	<p>Using 'My Body' charts or projected images of a boy and a girl, students will differentiate between the male and female anatomy. Students will place a dot on the parts of the male and female bodies that are different.</p> <p>Teacher will provide feedback and clarify where necessary.</p> <p>Students will go outside to play a game called 'Jump Forward'. They will stand in a straight line and listen to the teacher who will read a series of statements that describe them –their likes/ dislikes, physical traits and talents. For each statement, they will respond by jumping one step forward if the statement describes them. Boys will be asked to note what they have in common with girls and vice versa. After each statement students will step back into the line for the next statement to be read. Students will share and discuss their observations and feelings about the similarities they observed between boys and girls.</p>	<p>Discussion points reflect a clear and accurate understanding of the anatomical differences between boys and girls</p> <p>Students' responses in discussion reflect a clear and accurate understanding of similarities between girls and boys; tasks that both girls and boys can perform along with appropriate value/ virtue such as respect or appreciation</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
opportunities for both boys and girls	<p>boys tend to be less expressive about their feelings.</p> <p>Boys and girls may also behave differently. This is because they learn from their families, communities, school, church and other places how males and females are expected to act, dress, the jobs they are expected to choose, the games they play etc.</p> <p>Similarities between boys and girls</p> <p>While boys and girls may be very different, they are similar in many ways. There are things that boys and girls tend to enjoy doing, which are usually enjoyed by the opposite sex.</p> <p>Both boys and girls may like to participate in the same sports such as football; many girls like to play with cars and trucks.</p> <p>Both boys and girls can play games together, complete similar chores and choose similar careers as the activities we do are neither male nor female. Sweeping the yard, for example, is a chore that can be done by either a boy or a girl and a man can become a nurse or a chef, while a woman can choose to be a pilot or an engineer.</p> <p>Boys and girls are equal Though boys and girls may be different in many ways, they both deserve the same opportunities and should never be denied such based on their sex.</p>	Journaling	<p>Sample statements:</p> <ul style="list-style-type: none"> » I like ice-cream » I can sing and dance » I like to play with cars and trucks » I help to wash the dishes at home » I help to cook dinner at home » I can play football » I swim well » I like participating in track <p>Note that a questionnaire can be administered prior to class to inform the statements to be used in this activity. This will ensure that the statements used accurately describe the students.</p> <p>Guiding questions:</p> <ol style="list-style-type: none"> 1. What did you learn about what boys and girls like? 2. What similarities did you observe between boys and girls? 3. What differences did you observe between boys and girls? 4. What similar activities/tasks can boys and girls do? <p>In their journals, students will reflect and respond to the following:</p> <ul style="list-style-type: none"> » Why is it important for boys and girls to have the same chances? » How would I feel if I did not get the chance to do something that someone of the opposite sex was able to do such as a sport or a game? » I feel like boys and girls should be given equal opportunities or the same chances because... 	Journal entries reflect self-awareness by identifying how they feel about equal opportunities for both boys and girls

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 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. The role of parents in the development of healthy and safe behaviours should be addressed.
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 STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Circle Time should be used to deliver HFLE.

LINKS TO OTHER SUBJECTS: N/A

GRADE 2**Theme: Sexuality and Sexual Health**

Module 3:

Managing Reproductive Health

Unit 1:

Protecting My Body

Learning Goals:

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

1. Understand that boys and girls can perform similar tasks
2. Demonstrate an appreciation for gender differences
3. Apply life skills in responding appropriately to various factors influencing boys and girls

Core Values:

Spiritual insights and safeguards – 1. Vision of self and others 2. Sense of the sacred
3. Purpose of life and life-forms 4. Stewards of the environment

Topic 1:**Bacteria in the Area!****Life Skills:**

Social: Communication, Advocacy

Cognitive: Decision making, Problem solving

Coping: Self-awareness

Values/Virtues:**Cleanliness, Care**

Objectives	Points to Note/Guidance Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic students should be able to:</p> <ul style="list-style-type: none"> • Draw conclusions about how viruses/bacteria are spread • Encourage their peers to take action to prevent viruses from spreading • Demonstrate coping skills in response to situations that threaten their health 	<p>Germs, Bacteria and Viruses Germs, bacteria and viruses can be found almost everywhere! They can attack people, animals and plants and sometimes make them sick. They are very small and cannot be seen with the naked eye.</p> <p>How Viruses Spread Viruses spread mainly from one person to another through touching, coughing and sneezing. We must always wash our hands often, cover our mouths when we cough and sneeze and try to avoid sharing rags, water bottles and other personal items with others.</p> <p>Universal Precautions Some safe habits can help us stay help us stay free of germs, bacteria</p>	<p>Game/ Discussion</p>	<p>Students will play with glow powder or other visible substances. They will wash their hands before playing a ring game that requires that they hold hands. Students will then inspect the hands of their peers for the remnants of glow powder. They will wash their hands again and examine their hands once more.</p> <p>Students will engage in a discussion using the following questions:</p> <ul style="list-style-type: none"> • How are germs (bacteria/viruses) are spread? • How can I prevent or reduce the spread of germs (bacteria/viruses)? <p>Teacher will clarify and provide feedback where necessary</p>	<p>Discussion points reflect a clear and accurate understanding of how viruses/bacteria are spread</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>and viruses. These includes:</p> <ul style="list-style-type: none"> » never allowing blood or other body fluids such as urine, mucus and saliva from others to touch one's body » avoid contact with other people's skin rashes » avoid touching faeces » always cover cuts or other wounds » always wear gloves when handling any bodily fluids or rash » wash hands regularly 	<p>ICT/ Creative Expression Video/ Campaign</p> <p>Resource person/ Simulation</p>	<p>Students will watch the video entitled "Germ Digital Story" : https://www.youtube.com/watch?v=2elxz5x2s1Y after which they will work in groups to create posters, drawings, charts, songs and other materials to encourage their peers to take actions to prevent the spread of germs.</p> <p>Reflective question: What can I do to prevent viruses from spreading?</p> <p>Students will view a presentation from a Nurse, a member of the Red Cross Club, Fire Warden's Club or other appropriate personnel on universal precautions. They will subsequently, in groups, simulate how they will use universal precautions in response to the situations captioned in the case scenarios below:</p> <ul style="list-style-type: none"> - You are playing ring games and a classmate has a cut that is not covered - Someone is bleeding on the playfield and your friend asks you for help to take him/her to the office. - You went to visit your classmate who was sick with the flu. <p>Teacher or resource person will provide feedback and clarify where necessary</p>	<p>Creative pieces reflect messages that encourage their peers to take action to prevent the spread of germs, along with appropriate value/virtue such as cleanliness</p> <p>Simulations reflect proficient use of healthy self-management skill, along with appropriate value/virtue such as caution, to respond to actions that threaten their health</p>

GRADE 2: Theme: Sexuality and Sexual Health

Topic 2: My Lovely Body!

Life Skills: Social: Advocacy
Cognitive: Decision making
Coping: Healthy Self-management

Values/Virtues: Care, Cleanliness

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none">• Explain why it is important to care for their genitals• Share how to care for their bodies• Demonstrate coping skills to care for themselves	<p>Caring for the Genitals Bathing helps us get rid of dead skin cells and make way for new skin cells. We should shower at least twice a day with a clean wash rag. Girls should wash their vagina gently from front to back to prevent infections.</p> <p>Boys should wash their penis and scrotum the way they wash other body parts. The tip of the penis should be pulled back gently and cleaned. We should use a clean dry towel to dry ourselves after bathing and wear clean underwear.</p> <p>Importance of Caring for the Genitals Caring for one's genitals is important because it minimizes the risk of getting an infection and helps to maintain confidence and a pleasant odour. When children keep their genital area clean it will help them to maintain good reproductive health in the future as well.</p>	<p>Story/ Discussion</p>	<p>Students will listen to the excerpt below and discuss why it is important to take good care of their genitals:</p> <p><i>Excerpt:</i></p> <p><i>Jomo is seven years old. He loves to play with his friends and his brothers. One day, he realized that each time he passed his urine, his penis hurt badly. Jomo kept it to himself, he told no one...not even his dad. His mother always reminded him that he needed to wear clean underwear every day but he ignored her and would often wear the same underpants for the entire week. The pain became so unbearable Jomo decided that he had to tell his parents what he was feeling. They took him to the doctor who explained that he got an infection because he kept wearing the same dirty underwear.</i></p> <p>Teacher will use the following reflective question to guide the discussion:</p> <p>Why is it important for me to bathe every day and wear clean underwear?</p>	<p>Discussion points reflect the ability to clearly and accurately explain why it is important to care for their genitals</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
		Video/ Poetry	<p>Students will view the video entitled "Taking Care Of My Body Environmental Studies For Kids Grade 2 Vid #5" https://www.youtube.com/watch?v=afVm7H4eQV4</p> <p>Students will work together in groups to create a poem to teach their peers how to take care of their bodies.</p>	Poems reflect the ability to share how to care for their bodies along with appropriate value/virtue such as cleanliness
		Self-Monitoring/ Checklist	<p>Students will work in groups to create a checklist of activities they can do to help to care for themselves. They will discuss the activities selected. Students will use the checklist to monitor their "self-care" activities over a prescribed period. They will report their experiences. Teacher will provide feedback and make referrals where necessary.</p>	<p>Checklists reflect the ability to use the steps of healthyself-management skill: to identify the behaviours that are good for their health; discuss the consequences of the behaviours; and the ability to use the third step to choose the behaviours that will make them healthy showing appropriate value/virtue such as care</p>

THEME: SEXUALITY AND SEXUAL HEALTH

MODULE 4: ACCESS SOURCES OF HEALTH INFORMATION AND SERVICES

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

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. The role of parents in the development of healthy and safe behaviours should be addressed.
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 STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Circle Time should be used to deliver HFLE.

LINKS TO OTHER SUBJECTS: N/A

GRADE 2**Theme: Sexuality and Sexual Health**

Module 4:

Access Sources of Health Information and Services

Unit 1:

Health Information Sources

Learning Goals:

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

1. Understand where to get accurate health information
2. Appreciate the importance of obtaining health information
3. Apply life skills to support obtaining health information

Core Values:

Spiritual insights and safeguards – 1. Vision of self and others 2. Sense of the sacred
3. Purpose of life and life-forms

Topic 1:**Places to Go for Help****Life Skills:**

Social: Communication, Empathy, Advocacy

Cognitive: Decision making, Problem solving

Coping: Healthy Self-management, Coping with Stress

Values/Virtues:**Courage, Care, Concern**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> • Examine local health services • Express the importance of accessing health services • Communicate with their parents their need to access health services • Display social skills that support efforts to improve access to health information/ services 	<p>Information Sources Accessing credible health information is sometimes difficult. It is important to know where and how to access credible health information.</p> <p>Physical Health: doctors, clinics, specialists, nutritionists, pharmacists, dentists, ENT</p> <p>Mental/ Spiritual Health: counselling centres, psychiatrists, churches, social workers</p> <p>The Ministry of Health and Wellness and the Regional Health Authorities are good sources of health information.</p>	<p>Resource Person/ Class Project</p>	<p>Resource Person Students will listen to a presentation from their Parish Health Educator, Community Health Nurse or other appropriate personnel about localized health services (public and private).</p> <p>Project In groups, students will work as a class or in large groups to assemble a "Health Resource Town" from various recycled materials. They will highlight places in their community where they or someone else could go to get services or information on health-related matters. Example dental, vision, mental etc.</p> <p>Teacher or resource will clarify where necessary.</p>	<p>Projects reflect a clear and accurate understanding of available local health services in their communities</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	The local community private doctor, health centres, books and libraries are also excellent sources of health information.	Creative Expression	Students will work together in groups to create a song or dub poem to express the importance of accessing health services to take good care of their physical and mental health. Teacher will clarify and provide feedback where necessary	Creative pieces reflect valid reasons why accessing health services is important along with appropriate value/virtue such as care
		Letter writing	Students will write a letter to their parents to communicate their need to access health information and services to stay healthy. They will focus on their dental health, vision as well as general health.	Letters reflect the ability to effectively communicate or advocate for greater access to health information and services and appropriate value/ virtue such as courage or care

APPROPRIATE EATING & FITNESS

Appropriate Eating and Fitness – Grade 2 – TERM 3

REGIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
RS AEF1: Demonstrate the capacity to make healthy food and eating choices throughout the life cycle to reduce the risk factors associated with the development of chronic diseases.	1. Promote selection of healthy foods among family and peers. 2. Maintain safe hygiene and food handling practices. 3. Initially analyse the location of food on the nutrients pyramid. 4. Place food in categories according to (animal or plant) source or manufactured.	1. Making Healthy Choices	1. Healthy Eating	<ul style="list-style-type: none"> • Healthy Food Choices • Handling Food Safely
RS AEF2: Demonstrate an understanding of fitness and its relationship to good health and quality of living.	1. Perform gross locomotor and fine locomotor movements to improve health and fitness. 2. Display safe behaviours during physical activity.	2. Good Health and Quality Living	1. Fitness	<ul style="list-style-type: none"> • Building Your Muscles • Safety During Physical Activity
RS AEF3: Analyse the influence of socio-cultural and economic factors, as well as personal beliefs on lifestyle choices related to eating and physical activity.	1. Apply basic eating and fitness rules (safety, space awareness) to maintain optimum health. 2. Demonstrate an awareness of cultural/ social factors that influence eating and physical activity in individual families.	3. Factors Influencing Eating and Fitness	1. What Influences Eating and Fitness	<ul style="list-style-type: none"> • Love Your Body, Treat Your Body Right
RS AEF4: Develop knowledge and skills to access age-appropriate sources of information, products, and services related to eating and activity.	1. Access relevant information on eating and physical activity.	4. Sourcing Information	1. Eating and Fitness Health Resources	<ul style="list-style-type: none"> • Where Can I Go for Correct Health Information?

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. The role of parents in the development of healthy and safe behaviours should be addressed.
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 STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Circle Time should be used to deliver HFLE.

LINKS TO OTHER SUBJECTS: Integrated Studies

GRADE 2**Theme: Appropriate Eating and Fitness**

Module 1:

Making Healthy Choices

Unit 1:

Healthy Eating

Learning Goals:

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

1. Understand how food helps them grow and keeps them healthy
2. Appreciate the benefits of eating different fruits and vegetables
3. Apply life skills in making healthy food choices

Core Values:

Spiritual insights and safeguards – 1. Vision of self and others 2. Sense of the sacred
3. Purpose of life and life-forms 4. Stewards of the environment

Topic 1:**Healthy Food Choices****Life Skills:**

Social: Advocacy

Cognitive: Decision making

Coping: Healthy Self-management

Values/Virtues:**Commitment, Determination**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic students should be able to:</p> <ul style="list-style-type: none"> • Explain the benefits of eating a balanced meal • Adapt to consuming a variety of fruits and vegetables • Demonstrate social skills through actions that support creating healthy food options 	<p>Food is vital to life and can be grouped based on its function:</p> <ol style="list-style-type: none"> a. Foods that give us energy are Go Foods (e.g. Staples, Fats and Oils) b. Foods that help us grow healthy are Grow Foods (e.g. Foods from Animals and Legumes and Nuts) c. Foods that support healthy nails, skin and hair are Glow Foods (e.g. Vegetables and Fruits) <p>What Makes Meals Balanced?</p> <p>The Food-Based Dietary Guidelines is a way of grouping foods. It contains six groups for healthy and active living: Fruits, Vegetables, Staples, Legumes, Food from Animals, Fats and Oil.</p>	<p>ICT/ Discussion/ Creative expression</p>	<p>Students watch the video entitled “Science: Go grow and Glow Foods Song” https://www.youtube.com/watch?v=pGNMK-kvdUM; a discussion about what it means to have a balanced meal and the benefits of having a balanced meal will follow:</p> <p>What is a balanced meal? How do I benefit from having a balanced meal? Students will work in groups to create a drawing to show what a balanced meal looks like. They will share their drawing and explain the benefits of having a balanced meal.</p> <p>Teacher will provide feedback and clarify where necessary.</p>	<p>Discussion points and drawings reflect a clear and accurate understanding of a balanced meal and the benefits of a balanced meal</p>

GRADE 2 **Theme: Appropriate Eating and Fitness**

Topic 2: Handling Foods Safely

Life Skills: Social: Communication, Advocacy
Cognitive: Decision making, Problem solving
Coping: Healthy Self-management

Values/Virtues: Cleanliness, Care, Responsibility

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic students should be able to:</p> <ul style="list-style-type: none"> Explain how to keep food safe Distinguish between safe and unsafe food handling practices Exhibit proper food hygiene practises Advocate for safe food handling practices at home/school 	<p>Germs are harmful organisms that can get onto our foods and make us sick. We can protect our foods from germs. We can kill them or stop them from growing or from moving from one food to the next.</p> <p>Food Storage We should:</p> <ul style="list-style-type: none"> Follow the F.I.F.O. rule (first in, first out) Store dry foods in sealed, air-tight containers. Prevent pests and accidents by cleaning spills immediately Remove garbage frequently. ALWAYS store raw foods <i>below</i> cooked foods as juices from raw foods may drip down and contaminate the cooked food. Store raw food and vegetables away from meats. Allow foods to cool down before storing. Clean refrigerators and freezers regularly. <p>Be Clean Wash hands with soap and water, before and after eating, after going to the toilet, coughing or sneezing.</p>	<p>ICT/Guided discussion/</p> <p>Stimulus activity</p>	<p>Students will view the video entitled "Food Safety in Seconds" https://www.youtube.com/watch?v=iguM_pgetzo or participate in an interactive discussion hosted by a nutritionist from the Ministry of Health and Wellness or other appropriate agency focused on keeping food safe at home, school and at play.</p> <p>A guided discussion about how to keep food safe will follow. Students will write sentences about things they can do to keep food safe.</p> <p>In groups, students will inspect pictures of food practices and decide whether the actions are safe or unsafe. They will give reasons for their answers and propose how to correct the unsafe practices.</p> <p>Sample pictures: Preparing food on the ground: https://www.shutterstock.com/search/unsafe+food+practices</p> <p>Washing food: https://www.thehealthsite.com/diseases-conditions/world-health-day-your-simple-guide-to-washing-raw-food-the-right-way-283917/</p> <p>Teacher will clarify and provide feedback where necessary.</p>	<p>Discussion points and sentences reflect a clear and accurate understanding of how to keep food safe</p> <p>Students' responses reflect their ability to accurately distinguish between safe and unsafe food handling practices</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Wash lunch containers, dishes, cups and utensils (forks, spoons, knives) with clean warm water and soap.</p> <p>Wash fruits and vegetables with clean running water before eating.</p> <p>Cover foods from insects. Store raw foods (e.g. meat, fish or chicken) in a different place in the fridge from cooked food.</p> <p>When to Wash Hands</p> <ul style="list-style-type: none"> • Before handling food. • After handling food. • After doing any dirty task such as handling a bin, cleaning or wiping • After coughing or sneezing in hands. • After going to the toilet. <p>How to wash hands?</p> <ul style="list-style-type: none"> • Use soap and running water. • Keep fingers pointing down. • Rub/scrub hands for 20 seconds. • Wash all surfaces: Back of hands, the tip of fingers, under nails, wrists, thumbs, between fingers then dry hands. <p><u>Labelling Foods</u></p> <p>Food items must be labelled appropriately to ensure that they are not mistaken for other items such as chemicals that may be dangerous to our bodies.</p>	<p>Demonstration</p> <p>Puppetry</p>	<p>Students will make models of food from play dough. They will use the models to demonstrate proper food hygiene practices.</p> <p>Teacher will provide feedback, and clarify where necessary.</p> <p>Reflective question: How do I handle my food? What can I do differently when handling my food?</p> <p>Students will work in groups to present a puppet show encouraging proper foodhandling practices to be followed. The show will be focused on one of the following areas:</p> <ol style="list-style-type: none"> 1. Ways of keeping lunch safe 2. The dangers of not labelling or placing non-food items in food containers such as bleach in soda bottles. 3. How to handle foods safely at home and school. 4. Caring for lunch bags, containers and water bottles. <p>They will present their show at devotion, a PTA meeting or other event.</p>	<p>Demonstrations reflect the ability to exhibit proper food hygiene practices along with appropriate value/virtue such as cleanliness</p> <p>Puppet shows reflect appropriate value/virtue such as caution or cleanliness and the ability to use effective communication skill: being an effective speaker or advocacy skill to support safe food handling practices</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 living.

About the Module

Students will develop skills that will help them to make choices in favour of 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. The role of parents in the development of healthy and safe behaviours should be addressed.
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 STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Circle Time should be used to deliver HFLE.

LINKS TO OTHER SUBJECTS: Integrated Studies

Theme: Appropriate Eating and Fitness

Good Health and Quality Living

Fitness

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

1. Understand how physical exercise keeps them healthy
2. Appreciate the benefits of health and wellness habits
3. Apply life skills to encourage exercising

Spiritual insights and safeguards – 1. Vision of self and others 2. Sense of the sacred 3. Purpose of life and life-forms 4. Stewards of the environment

Building Your Muscles

Social: Communication, Negotiation, Advocacy

Cognitive: Critical thinking, Decision making

Coping: Healthy Self-management, Coping with Stress

Commitment, Determination

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic students should be able to:</p> <ul style="list-style-type: none"> • Explain the function of muscles in their bodies • Relate the importance of physical activity to building strong muscles • Demonstrate coping skills through activities that support physical activity 	<p>Proverb <i>"A healthy mind in a healthy body."</i> This means that physical exercise is an essential part of mental and physical well-being.</p> <p>Muscles and Joints Muscles and joints help the body to move. The human body has more than 600 muscles. They do everything from pumping blood throughout the body to helping us lift something heavy. To make strong, healthy muscles, we need to eat healthily and exercise.</p> <p>Motor Skills These skills include the way a person uses their arms, legs, or entire body to make movements.</p>	<p>ICT/ Game</p> <p>Resource Person</p>	<p>Students will view the video entitled "How Your Muscles Work": https://www.youtube.com/watch?v=f_F5UwtdPOc.</p> <p>They will then play an amended version of "What Can You Do Punchinello Little Fellow" or other appropriate ring game: "What Muscles Do Punchinello Little Fellow."</p> <p>Students will take turns to demonstrate different movements in the ring, at the end of their showcased movements, they will explain "what their muscles can do." Teacher will clarify where necessary.</p> <p>Students will participate in an interactive discussion with a Physical Education teacher or other appropriate personnel on how to keep their muscles strong and why this is important. The resource person will demonstrate simple</p>	<p>Discussion points and responses reflect the ability to clearly and accurately explain the function of muscles in their body</p> <p>Jingles accurately reflect why physical activity is important in keeping muscles strong</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Fine motor skills are the small movements we make with our hands, feet and eyes such as writing, colouring and threading a needle; while gross motor skills are large muscle movements such as catching a ball, swimming and bouncing on a trampoline.</p> <p>Movements are also further divided into voluntary and involuntary movements. Voluntary movements are those movements we can control such as hitting and dancing while involuntary ones are those we have no control over such as our heartbeat and pulse.</p> <p>Grow Foods Grow foods such as proteins help our muscles grow. Muscles get most of their energy from glucose. Glucose is made from several types of carbohydrates.</p> <p>Our muscles get energy from glucose in the foods we eat. They do this by changing the glucose into other chemicals such as water and carbon dioxide which releases the energy.</p> <p>Foods that help you grow tall and strong include protein. Protein-rich foods such as meat, chicken, nuts, and beans. Special exercises also help to build muscles.</p>	Brainstorming /Project	<p>activities that students can do to help to keep their muscles strong and healthy. Students will create a jingle to relate the importance of participating in physical activity to keep their muscles strong.</p> <p>Use appropriate background music to encourage participation: Sample: "Children's Music Happy Upbeat Music." https://www.youtube.com/watch?v=iwKS4b9aUeI</p> <p>Teacher or resource person will provide guidance to students and ensure that students who may have medical conditions that will restrict or limit their participation in accordance with their needs</p> <p>Students will brainstorm fun physical activities that they can do at home to build their muscles and keep them healthy, e.g. Hopscotch.</p> <p>From the list they will choose the ones they can do at home with their family. They will write a pledge to commit to physical activity at home for 30 minutes each day. They will show their parents who will be asked to help their children to maintain their commitment to their pledge. Students will place pictures of their activities in their journals and present in class at a designated time</p>	Pledge and journal entries reflect the ability to proficiently use the steps in healthy self-management skill, along with appropriate value/virtue such as commitment or determination, to engage in physical activity

GRADE 2**Theme: Appropriate Eating and Fitness****Topic 2:****Safety During Physical Activity****Life Skills:**

Social: Communication, Empathy

Cognitive: Critical thinking, decision making

Coping: Healthy Self-management

Values/Virtues:**Brotherhood, Caution**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> Explain the importance of keeping safe during physical activity Share strategies for remaining safe during play Demonstrate cognitive skills to support staying safe during social activities 	<p>Accountability The saying, "A chain is as strong as its weakest link" means we need to make sure everyone on our team is safe. We should look out for ourselves and others.</p> <p>Physical activity: Daily physical activity strengthens the body:</p> <ul style="list-style-type: none"> helps one to keep fit strengthens the heart and lungs creates more energy in the body helps to minimize stress <p>Healthy living requires that we do a variety of things: work, play, eat well, exercise and rest. Choosing the right activities is important to avoid muscle aches or injuries.</p> <p>Safety rules are important when engaging in any form of exercise or physical activity.</p> <ol style="list-style-type: none"> Always play safe by being careful and showing courtesy. Never run around or push and pull others while near 	<p>Resource person/ Discussion</p> <p>ICT/ Discussion/ Creative expression</p>	<p>Students will listen to a presentation by a Physical Education specialist/athlete on the importance of keeping safe while exercising or playing sports/games. In groups, students will discuss the rules of one sport/game they have selected and how these rules help to keep them safe from injuries. Students will also discuss safety rules that they may use on the playground.</p> <p>Students will view the video entitled "Play Ground Safety" https://www.youtube.com/watch?v=9wTLwmQP4c Students in groups will discuss: What can I do to be safe <i>at playtime</i>? Students will create short song to share how they can remain safe at play. Each group may contribute a line or verse to the song. The song should be used to promote safety at play while at school.</p> <p>Or</p> <p>Students will give examples of some games they play daily. They will share strategies to keep safe during those activities. The strategies may be placed in the form of a poster for mounting on notice boards.</p> <p>Teacher will give feedback and clarify where</p>	<p>Responses reflect the ability to clearly and accurately explain the importance of keeping safe during physical activity</p> <p>Discussion points and creative pieces reflect the ability to effectively share strategies for remaining safe during play along with appropriate value/virtue such as caution</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>playground equipment.</p> <ol style="list-style-type: none"> Keep hands and feet to yourself. Physical contact and verbal abuse (mean words) MUST be avoided. Wear proper clothing; ensure shoelaces are tied. Take turns and get in a line when more than one person wants to play. Ask an adult for help if there is a problem or if someone is hurt. 	Game/ Group Presentation /Checklist	<p>necessary.</p> <p>On the playfield or in an open space, students will form teams, organize themselves, plan and play a new or modified game. Before starting they will select observers and discuss safety rules and benefits of physical activities and of playing on a team. Observers use a checklist to monitor peers at play. Students will apply safety rules while engaged in physical activity.</p> <p>Observers will take turns presenting on results of the checklist and those students who abided by safety rules when playing sports/games and those who did not</p>	<p>Checklist reports reflect proficient use of decision making or problem solving skill to support staying safe during social activities and appropriate value/virtue such as brotherhood</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 physical activity.

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. The role of parents in the development of healthy and safe behaviours should be addressed.
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 STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Circle Time should be used to deliver HFLE.

LINKS TO OTHER SUBJECTS: Integrated Studies

GRADE 2**Theme: Appropriate Eating and Fitness**

Module 3:

Factors Influencing Eating and Fitness

Unit 1:

What Influences Eating and Fitness

Learning Goals:

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

1. Understand factors that influence eating and fitness.
2. Appreciate the importance of eating healthy.
3. Apply life skills in relation to eating healthy and keeping fit.

Core Values:**Spiritual insights and safeguards – 1. Vision of self and others 2. Sense of the sacred****3. Purpose of life and life-forms 4. Stewards of the environment****Topic 1:****Love Your Body, Treat Your Body Right****Life Skills:**


Social: Negotiation

Cognitive: Decision making,

Coping: Healthy Self-management

Values/Virtues:**Self-control, Self-discipline, Determination**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> Analyse factors that influence their eating and fitness habits Make healthier food choices Demonstrate coping or cognitive skills in support of an active lifestyle 	<p>Factors Affecting Eating and Fitness</p> <p>Our family, religion, personal likes and dislikes, budget, where we are and who we are with, along with media, are some factors that influence what we eat and how physically active we are.</p> <p>To make healthy eating and physical activity choices we should think about our health, age and nutritional needs.</p> <p>Our health determines the types of food we eat, e.g., if someone has a peanut allergy he should not consume peanut or food items that have been produced in the same place as peanut products.</p> <p>Age determines the amount and</p>	Brainstorming/Concept Map/Discussion	<p>As a class, students will create a concept map illustrating the factors that influence what they eat and what they do for physical activity. Teacher will ask guiding questions to prompt responses from students:</p> <p>Guiding questions:</p> <ol style="list-style-type: none"> 1. What foods do I like to eat? 2. Why do I like to eat these foods? 3. What made me want to eat these foods? 4. Do the advertisements I see on television, in newspapers or on the internet influence me to eat certain kinds of food? 5. Who or what else influences the foods I eat? <p>Similar questions will be asked relating to physical activities. Teacher will then help students to categorize the responses that affect their eating and fitness habits, e.g. religion, money, media, etc.</p>	Responses reflect a clear and accurate understanding of factors that influence their eating and fitness habits

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>type of food we eat; e.g. it is recommended that babies at birth and up to six months be given breast milk only. Children six months and over should eat a variety of solid foods.</p> <p>Our nutritional needs also determine the types and quantities of food we eat. For example, if a child has diabetes, he/she needs to monitor how many sweets and fatty foods he/ she eats. We should also think about the types of foods that will provide us with the nutrients we need to go, grow and glow.</p> <p>Our health also determines how much and what kinds of exercise we do. We are never too young to develop and practise habits that make us healthy. Some of these include physical activities/exercises such as walking, jogging, and skipping. We should always try to avoid foods that have too much salt, sugar and fats and oil. We must drink one to two glasses of water after physical activities to replenish cells and prevent dehydration.</p> <p>Physical activity is necessary and will help to reduce the incidents of non-communicable diseases such as diabetes, hypertension and heart disease. Adults require thirty minutes of movement daily while children require sixty minutes of movement daily. It is important to get regular check-ups and to receive clearance from a doctor before</p>	ICT/Discussion/Journaling	 <p>Students will view and move to the video entitled "Ministry of Health's Love Your Body Treat Your Body Right" https://www.youtube.com/watch?v=z15bGxW1IFw.</p> <p>Teacher will use the following questions to guide students:</p> <ol style="list-style-type: none"> 1. Why is it important for me to be physically active? 2. Why is it important for me to eat well? <p>Students will then make a list of the foods they usually eat for breakfast, lunch and dinner. They will place each food item into the correct food group category to determine if they are practising eating healthy through a balanced meal.</p> <p>Students will reflect on the question 'What can I do differently to eat healthily?' They will answer the question in their journals and write two things they will change about their eating habits. They will create a food journal and log their food choices for the week. Students will share their progress in making healthier food choices with the class. Teacher will facilitate</p>	Journals reflect the ability to use the steps of decision making or healthy self-management skill, along with appropriate value/virtue such as self-discipline, to make healthier food choices

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	engaging in rigorous exercise.	Checklist	<p>discussion on any challenges experienced and how these can be addressed.</p> <p>Students will work as “Fitness” Wardens. They will work in groups to create a checklist of physical activities they can do at home with their families. Students will use the checklist to monitor the physical activity of their families over a prescribed period. In groups, they will also create a collage with pictures of their ‘physical activity family time’ sessions. They will present their collage and share their progress to become active with the class.</p>	Checklists and collages reflect effective use of healthy self-management skill, along with appropriate value/ virtue such as determination or self-discipline, to support an active lifestyle

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 physical activity.

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. The role of parents in the development of healthy and safe behaviours should be addressed.
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 STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Circle Time should be used to deliver HFLE.

LINKS TO OTHER SUBJECTS: N/A

GRADE 2**Theme: Appropriate Eating and Fitness**

Module 4:

Sourcing Information

Unit 1:

Eating and Fitness Health Resources

Learning Goals:

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

1. Understand where to get factual information that influences eating and physical activity
2. Appreciate information relating to eating healthy and keeping active
3. Apply life skills to support using health services

Core Values:

Spiritual insights and safeguards – 1. Vision of self and others 2. Sense of the sacred**3. Purpose of life and life-forms 4. Stewards of the environment**

Topic 1

Health Information- Where Can I Go for Correct Health Information?

Life Skills:

Social: Advocacy

Cognitive: Critical thinking

Coping: Healthy Self-management

Values/Virtues:

Honesty

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> • Examine the importance of factual information on healthy eating and physical activity • Justify the need to use factual information on healthy eating and physical activity • Demonstrate the ability to use cognitive skills to research credible information on healthy eating 	<p>Need for factual Information It is important to get information from organisations, people and websites that are known to be experts in the field of health or sources that verify or check to ensure that their information is correct, true or factual.</p> <p>Incorrect information on appropriate eating and fitness can lead to sickness or even death. Some sources of factual information on healthy eating and fitness are:</p> <ol style="list-style-type: none"> 1. School (teacher, library, resource centre) 2. Home (parent, family, community) 3. Media (TV, radio, credible websites, newspaper, brochures) 4. Health professionals (doctors, nurses, Health Educators) 	<p>Resource Person/ Discussion</p> <p>Creative Arts</p>	<p>Students will listen to a presentation made by a health professional or other appropriate resource person on where they can get factual information on healthy eating and keeping active. Teacher or resource person will use the following question to guide students' reflection and provide feedback or clarification where necessary.</p> <ol style="list-style-type: none"> 1. Why is it important to get factual information on healthy eating and physical activity? <p>Students will work in groups to create speeches to convince their peers of the need for factual information on eating healthy and being physically active. Teacher will use the following questions to guide students' reflection:</p> <ol style="list-style-type: none"> 1. Why is it important to use factual information about eating healthy? 2. Why is it important to use factual information about physical activity? 	<p>Discussion points reflect a clear and accurate understanding of where to get appropriate information</p> <p>Speeches reflect the ability to effectively justify the need, using valid reasons, to use factual information on eating healthy and physical activity along with appropriate value/virtue e.g. honesty</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
and physical activity	Health organisations such as The Ministry of Health and Wellness (at their offices or from their website: www.moh.gov.jm); the Regional Health Authorities (from their websites and regional offices); Local Health Centres and Hospitals	Research	<p>3. What can happen if persons receive incorrect information about how to eat healthily and become more active?</p> <p>Teacher will provide feedback and clarify where necessary.</p> <p>Students will work in groups to collect information on healthy eating and physical activity. They will visit local health centres or doctors' offices to obtain materials such as posters, brochures or hand-outs. They will also find credible videos and other sources on the internet and combine all the information obtained to create a 'Healthy Lifestyle Corner' in the school where students can view and review the material.</p>	Presentations reflect effective use of critical thinking skill to research credible information on healthy eating and physical activity and appropriate value/virtue such as honesty

MANAGING THE ENVIRONMENT

MANAGING THE ENVIRONMENT – GRADE 2 – TERM 3

REGIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
RS ME1: Demonstrate an understanding of the inter-relationships of a sustainable natural environment.	<ol style="list-style-type: none"> 1. Recognize the interdependence of the various elements in the environment 2. Appreciate the beauty of the natural environment 3. Recognize the impact of individual actions on the environment 	1. Maintaining My Environment	1. Natural and Manmade Elements	<ul style="list-style-type: none"> • Important Elements of Our Environment • The Many Uses of Trees and Forests
RS ME2: 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"> 1. Display initiative to maintain a healthy environment 	2. Environmental Threats	1. Threats to Sustainable Development	<ul style="list-style-type: none"> • My Friends and I Can Improve our Environment
RS ME3: 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"> 1. Explore the proper disposal of waste within the home and community 2. Engage in action to recycle waste within the home and school 	3. Health and Wealth	1. Recycling Reducing and Reusing	<ul style="list-style-type: none"> • Garbage Management
RS ME4: 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.	<ol style="list-style-type: none"> 1. Practice health skills to reduce vector population at home and school 	4. Sustaining the Environment	1. Interactions in Our Environment	<ul style="list-style-type: none"> • Vector Free!
RS ME5: Develop knowledge and skills to access age-appropriate sources of information, products, and services as it relates to managing the environment.	<ol style="list-style-type: none"> 1. Source information on managing the environment from family, school, community and the media 	5. Sources of Information	1. Organizations Protecting the Environment in Jamaica	<ul style="list-style-type: none"> • Environmental Whistle-Blowers

THEME: MANAGING THE ENVIRONMENT
MODULE 1: MAINTAINING MY 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 role plays, dramatization or similar activities, students **MUST** culminate with a demonstration of positive behaviours.
3. The role of parents in the development of healthy and safe behaviours should be addressed.
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 STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Circle Time should be used to deliver HFLE.

LINKS TO OTHER SUBJECTS: Integrated Studies

GRADE 2**Theme: Managing the Environment**

Module: 1

Maintaining My Environment

Unit 1:

Natural and Manmade Elements

Learning Goals:

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

1. Understand the importance of caring for natural resources
2. Appreciate the importance of a healthy and safe environment
3. Apply life skills towards safeguarding their environment

Core Values:

**Spiritual insights and safeguards – 1. Vision of self and others 2. Sense of the sacred
3. Purpose of life and life-forms 4. Stewards of the environment**

Topic 1:**Important Elements of Our Environment****Life Skills:**

Social: Advocacy

Cognitive: Problem solving, Decision making

Coping: Healthy Self-management

Values/ Virtues:**Care, Stewardship, Citizenship**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> • Draw conclusions about the value of natural elements in their environment • Relate the importance of maintaining a healthy natural environment • Demonstrate coping skills to support maintaining the health and beauty of their environment 	<p>Value of Natural Elements Air, water, soil and sunlight are essential to sustaining the health of the natural environment.</p> <p>Jamaica's natural resources include land, river, seas, plants and other wildlife treasures. The elements of the environment interact with each other (natural, man-made, human). This creates interdependence between man and the environment.</p> <p>We need each other to survive. For example, it is the carbon dioxide that humans and animals exhale that the plants inhale while humans and animals inhale the oxygen plants exhale.</p> <p>There is a natural balance in the</p>	Experiment/ Presentation	<p>Two weeks before the start of this lesson students will set up a class experiment to grow plants in different conditions and to investigate the effects of air vs. lack of air, water vs. lack of water, soil vs. lack of soil and sunlight vs. lack of sunlight on the growth of the plants.</p> <p>Students will observe the experiment over two weeks and keep a record of the progress of the plants: Plant A will receive water, air and sunlight; plant B will receive water but will be kept under a box or dark container that will restrict airflow; plant C will remain blocked from sunlight and will receive no water). Students will prepare a visual presentation of their findings and draw conclusions about the value of each natural element.</p>	Presentations and conclusions reflect a clear and accurate understanding of the value of natural elements in their environment

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	environment, which humans often change. If one element is missing or is interfered with, the environment can become unhealthy.	Resource person/ Creative expression	<p>Students will participate in an interactive discussion hosted by a representative from the Forestry Department or the National Environment and Planning Agency (or another appropriate resource person).</p> <p>Guiding questions:</p> <ul style="list-style-type: none"> • Why is it important to keep my natural environment healthy? • What can I do to keep my natural environment clean and healthy? <p>Students will work in groups to create a jumbo story book (each group will contribute one page) focused on “Why it is important to keep my environment clean and healthy” Students may also create poetry or songs.</p> <p>Teacher will provide feedback and clarify where necessary.</p>	Creative pieces reflect the importance of maintaining a healthy natural environment along with appropriate value/virtue such as care or stewardship
		Class Project/ Stimulus Activity	<p>In groups, students will be assigned, or they will choose, an area on their school compound to use the steps of the focus life skill to support maintaining the health and beauty of the assigned area. As a class students may focus on a single area. Students will decide what actions need to be carried out to improve the area they have selected and will implement their agreed actions to improve the health and beauty of the environment. Students will record and report on the progress of the project.</p> <p>Teacher will provide guidance, help students to gather resources and provide feedback or clarification where necessary throughout the activity.</p>	Progress reports and observations reflect effective use of problem solving or decision making skill, along with appropriate value/virtue such as stewardship or cleanliness, to support maintaining the health and beauty of their environment

Theme: Managing the Environment

The Many Uses of Trees and Forests

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

Stewardship, Citizenship, Responsibility, Care

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> Summarize the importance of plants to our own lives Defend the protection of trees and forests in the natural environment Demonstrate social skills that support protecting trees and forests 	<p>Plants/forests are essential: Plants/forests have many useful functions; they provide food, aesthetics, fuel, housing, medicines, rainfall, oxygen, and enriched soil.</p> <p>In some areas, plants/forests are now suffering because of human interference (deforestation, overgrazing, farming, diseases).</p> <p>Plants are essential so we need to take care of them: Although we use wood for fuel, we should replant trees. Healthy trees/forests = healthy environment = healthy humans.</p> <p>Protecting plants It is important to protect plants as without them life as we know it would end. We can protect plants by:</p> <ul style="list-style-type: none"> » planting new trees » watering plants » avoiding cutting down trees where possible » joining the local Environmental or 4H club » learning more about how to protect plants » encouraging others to protect plants 	<p>Research / Simulation / Art</p>	<p>Students will listen to the dub poem below and discuss why plants are important:</p> <p><i>Plants are Important!</i> <i>Plants are Important</i> <i>They help us to breathe, they give us oxygen!</i> <i>Plants are important!</i> <i>They give us food, helping us to grow healthy and strong!</i> <i>Plants are important!</i> <i>Their roots help to prevent landslides!</i> <i>Plants are important!</i> <i>They help to keep the earth cool and keep the soil rich with nutrients!</i> <i>Plants are important to you, me and everyone!</i></p> <p>Students will discuss the poem and work in groups to create and present short speeches to explain the importance of plants.</p> <p>Teacher will provide feedback and clarify where necessary.</p>	<p>Speeches and discussion points reflect the ability to clearly and accurately explain the importance of plants to their own lives</p>
		<p>Role play</p>	<p>Students will role-play a scenario in which a company requests permission to cut down a large area of trees in their community to build a hotel or other development. Students will form a protest against the development in support of protecting the trees.</p> <p>Reflective question: What can I do to save the trees?</p>	<p>Role play reflects valid arguments that defend the protection of plants and forests in the natural environment and appropriate value/virtue such as care</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
		Letter writing	<p>Teacher will provide feedback and clarify where necessary.</p> <p>Students will write a letter to the Prime Minister expressing concern about the protection of plants and forests and the lack of enough green spaces in cities. Students will advocate for more protection of these natural resources.</p>	<p>Letters reflect proficiency in the use of advocacy skill, along with appropriate value/ virtue such as responsibility or citizenship to support protecting trees and forests</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. The role of parents in the development of healthy and safe behaviours should be addressed.
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 STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Circle Time should be used to deliver HFLE.

LINKS TO OTHER SUBJECTS: Integrated Studies

GRADE 2 **Theme: Managing the Environment**

Environmental Threats

Threats to Sustainable Development

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

1. Understand the importance of proper garbage management
2. Appreciate the importance of a healthy and safe environment
3. Apply life skills to support a healthy environment

Spiritual insights and safeguards – 1. Vision of self and others 2. Sense of the sacred

My Friends and I Can Improve Our Environment

Social: Advocacy

Cognitive: Decision making, Creative thinking

Coping: Healthy Self-management, Self-awareness

Cleanliness, Care, Citizenship

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> • Illustrate what they can do to keep their environment pollution-free • Propose strategies to address pollution in their environment • Demonstrate social or cognitive skills that support improving the health of their environment 	<p>Harmful materials in the environment are called pollutants and can be found on land, in water and the air. Pollutants can cause asthma, headache, fatigue, eye irritation etc.</p> <p>Smoke is a pollutant. Smoking or exposure to second-hand smoke can cause respiratory problems.</p> <p>Improper disposal of garbage often causes flooding -- gullies are blocked with garbage, which contributes to the infestation of rodents and water becomes unsafe for drinking.</p> <p>We can keep our environment healthy by:</p> <ul style="list-style-type: none"> » managing garbage properly » avoiding activities that require 	<p>Creative Expressions</p> <p>Field trip/ Discussion</p>	<p>Students will view the video entitled “Nuh Dutty Up Jamaica PSA 5” https://www.youtube.com/watch?v=mdZ0HDov1jM and discuss in their groups actions that pollute the land, air and water. They will outline what they can do to maintain a healthy environment. Each group will create a poster to illustrate their responses. Teacher will provide feedback and clarify where necessary.</p> <p>Reflective question: What can I do to keep my environment clean?</p> <p>Students will take a field trip around their school compound and record the areas in which pollution is a problem. They will discuss their observations and propose steps that can be taken to address their concerns. Teacher will provide feedback and clarify where necessary.</p>	<p>Presentations reflect a clear and accurate understanding of what they can do to keep their environment pollution-free</p> <p>Students' responses reflect appropriate strategies that can improve the health of their environment along with appropriate value/virtue such as cleanliness</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>burning</p> <ul style="list-style-type: none"> » keeping chemicals in proper storage containers » learning about the benefits of a healthy environment » encouraging others to keep their environment clean 	Project	<p>As a class, students will select an area of their school or community that is affected by pollution.</p> <p>Guided by the teacher, they will design and implement a plan to address the type of pollution observed. For example, if garbage management is an issue at school, the class can create litter boxes for each classroom to properly dispose of garbage or the class can organize a 'clean up activity' for a nearby beach or another area.</p> <p>Students will participate in the activity and share their experiences.</p>	Project reflects effective use of problem solving, creative thinking or advocacy skill, along with appropriate value/virtue such as care or citizenship, to support improving the health of their environment

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. The role of parents in the development of healthy and safe behaviours should be addressed.
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 STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Circle Time should be used to deliver HFLE.

LINKS TO OTHER SUBJECTS: Integrated Studies

Theme: Managing the Environment

Health and Wealth

Recycling, Reducing and Reusing

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

1. Understand the importance of caring for natural resources
2. Appreciate the importance of a healthy and safe environment
3. Apply life skills towards the protection of their environment

Spiritual insights and safeguards – 1. Vision of self and others 2. Sense of the sacred

3. Purpose of life and life-forms 4. Stewards of the environment

Garbage Management

Social: Advocacy

Cognitive: Decision making, Problem solving

Coping: Healthy Self-management

Care, Cleanliness, Stewardship, Citizenship



Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>for glass, paper, plastic, cans and organic waste.</p> <p>2. Reduce waste. Find other alternatives to single-use items such as plastic bags, plastic straws etc.</p> <p>3. Reuse waste- Find creative ways of bringing purpose to rejected or used items such as bottles, tissue roles, newspapers etc.:</p> <ul style="list-style-type: none"> • use waste in art e.g. pencil shavings • reuse plastic bags as bin liners • use recycled paper in gift baskets and as bedding for pets <p>4. Recycle waste. Some companies pay for glass bottles, plastic bottles and other waste products. Find out how you can turn trash into cash.</p> <p>5. Compost organic waste. Vegetable and fruit scraps and other waste from the kitchen that is biodegradable can be used as compost in the school gardens, saving on the cost of fertiliser.</p>	Checklist/ Project	<p>Students will create a checklist of all the strategies they can think of to Reduce, Reuse and Recycle their garbage. They will then use the checklist as a guide to practise the 3Rs at home and school. They will complete the checklist and report on their progress.</p> <p>Students will also engage in a recycling project at school to collect bottles for cash or as part of the 'Eco Club Recycling Competition' between schools each year</p>	Checklists and project reflect effective use of healthy self-management, decision making or problem solving skill, along with appropriate value/ virtue such as care or cleanliness, to support proper garbage management

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. The role of parents in the development of healthy and safe behaviours should be addressed.
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 STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Circle Time should be used to deliver HFLE.

LINKS TO OTHER SUBJECTS: Integrated Studies

GRADE 2**Theme: Managing the Environment**

Module: 4

Sustaining the Environment

Unit 1:

Interactions in Our Environment

Learning Goals:

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

1. Understand how to protect the environment from health threats
2. Appreciate the importance of protecting oneself from health threats
3. Apply life skills towards the protection of one's health from environmental health threats

Core Values:

Spiritual insights and safeguards – 1. Vision of self and others 2. Sense of the sacred
3. Purpose of life and life-forms 4. Stewards of the environment

Topic 1:**Vector Free!****Life Skills:**

Social: Advocacy

Cognitive: Problem solving, Decision making

Coping: Healthy Self-management

Values/ Virtues:**Cleanliness, Responsibility, Citizenship**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> • Investigate how vectors can cause diseases • Take steps to prevent the spread of vector-borne illnesses • Demonstrate social skills to collaborate with others to support vector-free environment 	<p>Vectors are blood-sucking insects or rodents that can pass on disease from animals to humans or from humans to animals.</p> <p>Mosquitoes are the best known disease vectors. Others include ticks, flies, sand flies, fleas, and some rats. There are several types of mosquitoes that cause diseases. These are Asia Tiger and the Aedes Aegypti, which causes chikungunya, zika, yellow fever and dengue fever.</p> <p>The Aedes Anopheles causes malaria.</p> <p>Sand flies and ticks also cause fever. Rats cause leptospirosis.</p>	<p>Research</p> <p>Visual Arts</p>	<p>Prior to class, students will research how vectors such as mosquitos can cause diseases. They will create a poster to illustrate their findings including the diseases caused. They will present their poster in class and discuss the findings. Teacher will clarify where necessary.</p> <p>Students will listen to the poem below and watch the video 'Dengue - Protect Yourself From Mosquito Bites' https://www.youtube.com/watch?v=0U350zFgVAE. They will create a poster with tips to prevent the spread of Dengue Fever and place them in their classroom and around the school. Students will also create a brochure for their parents and will share actions taken at home to prevent the spread of illnesses caused by vectors.</p> <p>Reflective question: What can I do at home to prevent vectors from spreading diseases?</p>	<p>Discussion points reflect a clear and accurate explanation of how vectors can cause diseases</p> <p>Posters and brochures reflect accurate messages and appropriate value/virtue such as cleanliness</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Aedes Aegypti Mosquito FACTS:</p> <ul style="list-style-type: none"> Lives in and around where humans dwell Bites, rests and lays eggs indoors and outdoors Sneaky biter Feeds primarily in the day Prefers to bite humans Develops in containers in close proximity to households Only the female bites and takes a blood meal for reproduction She can bite every three days for each breeding cycle and does this repeatedly for her one-month lifespan Aedes does not fly far All mosquitos need water to complete their life cycle <p>Protection from Vectors</p> <ul style="list-style-type: none"> » Vaccination » Clean environment » Destroy breeding sites » Remove stagnant water » Wear light-coloured clothing and cover-up. » use a repellent with DEET-- Sleep under screens » Use window screens » Do not eat food/drink water tampered with by vectors » Cover water containers 	Project	<p>Be Free From Vectors <i>It's important to be free from vectors!</i> <i>Mosquito, Roach, Rats, Flies, Lice!</i> <i>They will bite you, make you sick!</i> <i>Make you sick, sick, sick!</i> <i>It's important to be free from vectors!</i> <i>They are carriers of diseases!</i> <i>Chik V, Zik V, Malaria, Dengue Fever, Yellow Fever!</i> <i>Leptospirosis!</i> <i>It's important to be free from vectors!! They will make you sick, sick, sick!!</i> <i>Put germs on your food!</i> <i>Eat your food!</i> <i>Make you sick, sick, sick</i> <i>Chik V, Zik V, Malaria, Dengue Fever, Yellow Fever!</i> <i>Leptospirosis</i> <i>Vectors they are dread!</i> <i>They will kill you dead!</i> <i>Vectors, Vectors,</i> <i>Kill them dead</i> <i>Before they spread</i> <i>or Just prevent them!</i> <i>Clean up, Clean up, Clean up</i> <i>Vectors, CLEAR OUT!!</i> <i>Mosquito, Roach, Rats, Flies, Lice!</i> <i>Vectors, CLEAR OUT!!</i></p> <p>Sample sub accompaniment: Nyabingi Drums Reggae Instrumental https://www.youtube.com/watch?v=ZuDG2vtmwF !</p> <p>Students will collaborate with their parents and community members to participate in a clean-up day exercise in the schoolyard in an area deemed to be a vector breeding site. A checklist from the Ministry of Health and Wellness will be used to guide the activities. The process should also be repeated at home and in their communities. The activities should be documented and the progress shared.</p>	<p>Reports reflect effective use of problem solving or decision making skill, along with appropriate value/virtue, such as stewardship to collaborate with others to support a vector-free environment</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)

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. The role of parents in the development of healthy and safe behaviours should be addressed.
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 STEAM integration approach to encourage application of life skills.
9. Allow students to make connections across disciplines for transfer of competencies (skills, attitudes, concepts).
10. ICT tools should be used to develop 21st century skills and to promote responsible behaviour.
11. Circle Time should be used to deliver HFLE.

LINKS TO OTHER SUBJECTS: N/A

GRADE 2**Theme: Managing the Environment**

Module: 5

Unit 1:

Learning Goals:

Sources of Information

Organisations Protecting the Environment in Jamaica

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

1. Develop an awareness of environmental organisations in Jamaica
2. Appreciate the services of environmental agencies
3. Demonstrate life skills to support good environmental governance

Core Values:**Spiritual insights and safeguards – 1. Vision of self and others 2. Sense of the sacred****3. Purpose of life and life-forms 4. Stewards of the environment****Topic 1:****Environmental Whistle-Blowers****Life Skills:**

Social: Negotiation, Advocacy

Cognitive: Critical thinking, Decision making

Coping: Healthy Self-management

Values/ Virtues:**Accountability, Appreciation, Responsibility**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic, students should be able to:</p> <ul style="list-style-type: none"> • Examine the services offered by environmental agencies • Express appreciation for the services offered by environmental agencies and organisations • Demonstrate the ability to use social skills to encourage others to obey environmental laws 	<p>Environmental Stake Holders:</p> <ul style="list-style-type: none"> • The National Environment and Planning Agency (NEPA) • Marine Parks • Environmental Protection Trusts • The Forestry Department • Natural Resource Conservation Authority • National Solid Waste Management Authority (NSWA) <p>Some environmental laws include:</p> <ul style="list-style-type: none"> • The Convention on Biological Diversity. • United Nations Convention on the Laws of the Sea • The Cartagena Convention • Wild Life Protection Act • Beach Control Act 	<p>Research/ Resource Person/ Creative arts</p> <p>Speech</p>	<p>Students will research a list of entities that offer services to support the protection of the environment. A discussion about where and how to get help to protect the environment will follow. A representative from the National Environment and Planning Agency or other appropriate resource person may be invited to host the discussion. Teacher will clarify and provide feedback where necessary.</p> <p>Students in groups, will be assigned one environmental agency. They will create their own brochure to summarize the services of the agency assigned. Teacher will provide feedback and clarify where necessary.</p> <p>Guiding question: Where can I get help to protect the environment?</p> <p>Students will work in groups to create a speech (students may use other creative methods to get the message across) expressing appreciation offered by environmental agencies/ organizations</p>	<p>Discussion points and brochures accurately summarizes the services of the environmental agency</p> <p>Speeches reflect expressions of appreciation, for the services offered by environmental</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<ul style="list-style-type: none"> Clean Air Act Endangered Species Act Fishing Industry Act National Solid Waste Management Act Natural Resources Conservation Authority Act 	Resource Person/ Letter writing	<p>Students will participate in an interactive discussion hosted by a representative from NEPA or the Environmental Club leader (or other appropriate resource person) on the importance of obeying laws that protect our environment.</p> <p>Students will write a letter to a parent, relative or friend to convince others to obey laws aimed at protecting the environment such as the "Clean Air Act" (e.g. discourage burning); the "Endangered Species Act" (discourage killing or playing with endangered species); "Fishing Industry Act" (e.g. discourage fishing in fish sanctuaries).</p>	<p>agencies/ organisations</p> <p>Letters reflect effective use of advocacy skill, along with appropriate value/virtue such as responsibility, to encourage others to obey environmental laws</p>

SAMPLE LESSONS

NAME:	Subject: Health & Family Life Education
Date:	Grade: 2
Theme: Self and Interpersonal Relationships	Topic: Learning about Myself
Duration: 1 hour	
General Objective: Students will understand more about themselves	
Value: Appreciation	
Dominant Life Skill: Self-awareness	
<p>Specific Objectives: At the end of the lesson students should be able to:</p> <p>Cognitive: Examine what they know about themselves.</p> <p>Attitude: Express appreciation for their qualities/abilities.</p> <p>Skill: Demonstrate the ability to use self-awareness skill to learn about themselves in a manner that shows self-appreciation.</p>	
<p>Content Summary:</p> <p>It is important for us to learn about ourselves, as each person is different. Each child is different. Children can learn about themselves just as they do when they meet someone new. Learning about ourselves helps us to interact better with others and it helps us to be happier with ourselves. Children can learn more about themselves by:</p> <ul style="list-style-type: none"> • Trying new activities (under supervision and with permission) • Joining a club • Eating new foods (with permission of parents/guardians) • Asking themselves questions • Asking others questions about experiences with them as babies or when they were younger • Asking others what they think or know about them in general <p>Appreciation - Appreciation is recognizing and enjoying the good qualities of someone or something.</p> <p>Steps in Self-Awareness Skill:</p> <ul style="list-style-type: none"> ▶ What are you good at doing? ▶ What are my positive characteristics/features? 	
Resources: Song- "Sing 'n' Learn – Respect Me", Game, Role Play	
<p>Engagement: Students will be engaged in the game of atoms where they will move to form groupings according to numbers given at the command of the teacher. For example groups of twos, threes, etc.</p> <p>Teacher will state the objectives of the lesson and highlight the dominant life skill (self-awareness) and the value (appreciation). Teacher will introduce the appreciation signal – hugging oneself - that will be used throughout the lesson to reinforce the value. Students will be asked to set ground rules for the class to ensure good classroom behaviour management.</p>	
<p>Problem Statement: It is important for all of us to do things that will help us to learn more about ourselves. Showing that we love ourselves is very important. The value appreciation can help children to better care for themselves and the life skill self-awareness can help children to learn more about themselves.</p>	

Exploration:

Students will move around the room to the tune of the song, “ Sing ‘n learn – Respect Me: <https://www.facebook.com/singnlearn>

Teacher will draw boxes on the floor with the following labels:

1. This is Me
2. Definitely Not Me
3. Maybe that is Me

As the teacher reads out characteristics of people (eg. I am tall; I am kind) students will move to the boxes that best describe them and shout out what is written in the boxes. At the end of the game, students will say one thing they like about themselves. Students will then read the following:

“Dear Me, you are awesome, strong, marvellous, loved, smart, and special. I just thought I would remind you. Love, Me.” Teacher will share the definition of the value appreciation and explain that self-appreciation means to appreciate parts of our life, personality, or ourselves as a whole to acknowledge the good that already exists within us. Students will share one reason why they appreciate themselves.

Reflective Question:

1. Why is it important to love and appreciate myself?

Explanation- Life Skills Development Stage:

Students will be introduced to two steps in self-awareness – What are you good at doing and What are my positive characteristics/features?

In pairs, they will share with each other. Students will also share one quality they like about the other person. Students will share with the class how it makes them feel to know that they are good at something or have a positive quality. They will use the appreciation signal to show that they appreciate themselves.

Reflective Question:

1. How do I feel about myself?

Elaboration: In their journal, students will describe how they feel about themselves. They will paste a picture of themselves in the journal and write, draw or use clippings of words/ images to positively describe what they think and how they feel about any of their characteristics/qualities and abilities. They will use the following reflective statements to guide the activity:

I feel _____ when I think about ME
I appreciate ME because of my _____
I am special because _____

Evaluation: Students will create a poster to display what they learnt about themselves – what they are good at and their positive characteristics/qualities. The poster should include pictures to display what they learnt about themselves. They will also share what they appreciate the most about themselves and why.

Assessment Questions:**Were students able to:-**

1. Competently express what they know about themselves?
2. Competently express appreciation for their qualities/abilities?
3. Proficiently demonstrate the use of self-awareness skill to learn about themselves in a manner that shows self-appreciation?

Teacher's Evaluation:

RUBRIC FOR POSTER

CATEGORY	4	3	2	1
Attractiveness	The poster is very attractive in terms of design, neatness and layout	The poster is attractive in terms of design, neatness and layout	The poster is fairly attractive in terms of design, neatness and layout	The poster is messy or very poorly designed
Self-awareness Skill	More than two things they are good at More than two positive characteristics/qualities	Two things they are good at Two positive characteristics/qualities	One things they are good at One positive characteristic/quality	Characteristic/quality or something they are good at missing
Appreciation	Appreciation for more than one quality/ability/characteristic stated and reason(s) provided	Appreciation for one quality/ability/characteristic stated and reason(s) provided	Appreciation for one quality/ability/characteristic stated but no reason(s) provided	No appreciation for self stated

NAME:	Subject: Health & Family Life Education
Date:	Grade: 2
Theme: Sexuality and Sexual Health	Topic: We are Alike but Different in What we do
Duration: 2 sessions	
General Objective: Students will demonstrate an appreciation for gender differences	
Value: Respect	
Dominant Life Skill: Self-awareness skill	
Specific Objectives: At the end of the lesson students should be able to: Knowledge: Explain at least 2 similarities and differences between boys and girls Attitude: Show respect towards boys and girls who participate in similar tasks or activities. Skill: Demonstrate self-awareness skill by describing their feelings in a manner that shows respect about equal opportunities for boys and girls	
Content Summary: What is gender? Gender means being male or masculine and female or feminine. Boys are referred to as males and girls as females. What are gender roles? Boys and girls learn from their families, communities, school or church and other places how males and females are expected to act, dress, the jobs they are expected to choose, the games they play etc. Gender roles are changing Both boys and girls can play games together, complete the same chores and choose similar careers as the activities we do are neither male nor female. Eg. Sweeping the yard is a chore that can be done by either a boy or a girl and a man can be a nurse or a woman can be a pilot. Both boys and girls may like to play the same games and even participate in the same sports. The activities we do are neither male nor female. Gender Equality Girls deserve the same opportunities as boys and vice versa. Respect - Having respect for someone means you are considerate of their feelings, wishes or rights. Self-Awareness steps: ▶ How does my attitude, feelings, beliefs or behaviours affect others?	
Resources: HFLE Curriculum, pictures, song	
Engagement: Pupils will sing the song, "If you are a boy and you know it clap your hands" If you are a boy and you know it clap your hands If you are a boy and you know it clap your hands If you are a boy and you know it and you really want to show it If you are a boy and you know it clap your hands.	

If you are a girl and you know it clap your hands
If you are a girl and you know it clap your hands

If you are a girl and you know it and you really want to show it
If you are a girl and you know it clap your hands.

Teacher will introduce the topic of the lesson, the value and life skill. Students will then be reminded of the rules that must be observed in HFLE class and read the following problem statement:

The things boys and girls are expected to do are changing every day. The life skill self-awareness can help both boys and girls to learn more about themselves and learn to respect the ways in which both boys and girls are alike and different.

Exploration: Students will go outside to play a game called 'Jump Forward'. They will stand in a straight line and listen to the teacher who will read a series of statements that describe them –their likes/ dislikes, physical traits and talents.

For each statement, they will respond by jumping one step forward if the statement describes them. After each statement students will step back into the line for the next statement to be read.

Statements:

- I can sing and dance
- I like to play with cars and trucks
- I help to wash the dishes at home
- I help to cook dinner at home
- I like to play football

Students will share and discuss their observations and feelings about the similarities they observed between boys and girls.

Guiding questions:

1. What did you learn about what boys and girls like?
2. What similarities did you observe between boys and girls?
3. What differences did you observe between boys and girls?
4. What similar activities/tasks can boys and girls do?

Students will listen to the song, "R.E.S.P.E.C.T, Find out what it means to me". They will then discuss the importance of showing respect to persons regardless of differences or similarities because we are all equal. Students will then be selected to share other tasks/activities they like or participate in. Students of the opposite sex who like/participate in the same activity/task as the student will jump on the spot. Boys will be asked to note what they have in common with girls and vice versa. Teacher will observe if students show respect to each other during the activity.

Reflective Question?

1. Why should I show respect to boys and girls who like to participate in the same activities eg.sports

Explanation- Life Skills Development Stage: Students will be introduced to the step (how does my attitude, feelings, beliefs or behaviours affect others?) in self-awareness skill.

Students will be placed in pairs or groups of 3. They will share an incident where they said or acted in a manner that caused someone to become angry, sad or cry. They will share how they think their actions made the person feel and how they feel about their actions. Teacher will facilitate discussion and explain the importance of respecting others.

Reflective Question:

1. How do my negative actions affect others?
2. How can I show respect to other persons even if we are different?

Elaboration: Students will be divided in groups to read/listen to one of the stories below:

Story 1:

Sam likes to play football while Pat likes to swim. Sam likes that he and Pat like to play with the same toys. Both Sam and Pat like to play with trucks and cars together. Sean says bad things when Sam and Pat play with the cars and trucks. He makes fun of Pat because she is a girl and tells her to play with her dolls. This makes Pat cry.

1. How does Sean feel about girls playing with trucks?
2. How do you feel about Sean's attitude?
3. How does Sean's belief about what Pat should play with because she is a girl make Pat feel?
4. Did Sean show respect for what Pat likes?

Story 2:

Marlon and Keisha are siblings. At home, they see their mother and father share the chores together. Sometimes their father cooks and cleans while their mother takes out the trash. Marlon and Keisha both wash the dishes at home and Marlon loves helping to cook and clean. His friends make fun of him because of this. Students will discuss how they feel about boys and girls sharing the same chores and Marlon being teased by his friends for cooking and cleaning at home.

Reflective Question?

1. How do I feel about boys and girls participating in the same activities such as sports or games?
2. Why should I show respect for boys/girls who want to participate in similar activities?

Evaluation: In their journals, students will reflect and respond to the following. Students can write phrases or sentences to respond to the questions, or they can create a video to share their responses.

1. Why is it important for boys and girls to have the same chances?
2. How would I feel if I did not get the chance to do something that someone of the opposite sex was able to do such as a sport or a game?
3. Why should boys and girls be given equal opportunities or the same chances?
4. What can I do to help boys and girls to get the same chances?

Assessment Questions:**Were students able to:-**

1. Explain at least 2 similarities and differences between boys and girls?
2. Show respect towards boys and girls who participate in similar tasks or activities?
3. Demonstrate self-awareness skill by describing their feelings in a manner that shows respect about equal opportunities for boys and girls?

Teacher's Evaluation:

APPENDIX

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.

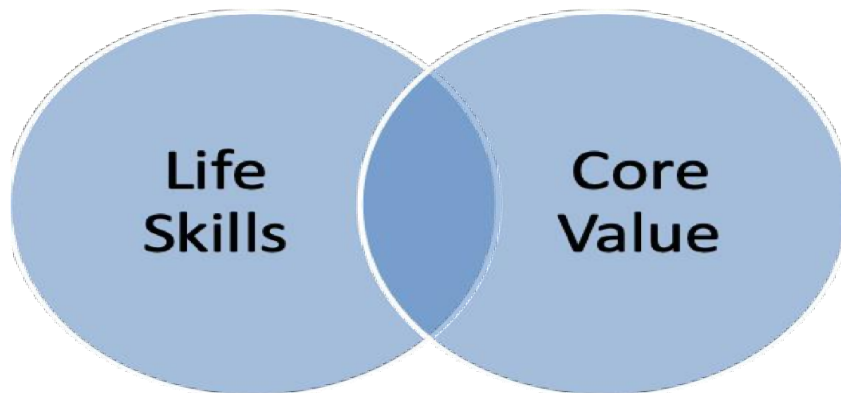
As students begin to prepare to choose their career path as a major requirement for specialization at the upper secondary level, they should be more aware of expected codes of context beyond the boundaries of school. To influence continuity in focusing on values and attitudes, ethical lenses are presented 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 on 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 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
Understanding Self <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 	Identify core values that are normally observed and/or ignored	<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 to 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 • Considerate of 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 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 <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 task 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, 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?</p> <p>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
Managing the Environment <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 Spiritually virtuous in dealing with environmental issues 	Demonstrate a willingness to self-correct	How has my life been impacting the world?

GLOSSARY

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

Discrimination¹: 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'Donell).

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)

Gender²: Refers to the differences in behavioural, cultural, or psychological traits associated with one's biological sex (adapted various sources; Merriam Webster Dict., O'Donell, 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)

Human Right³: 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)

PLHIV: Persons living with HIV

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

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

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Endnotes

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