

HEALTH AND FAMILY LIFE EDUCATION CURRICULUM

GRADE 3
NEW EDITION

Health and Family Life Education Curriculum

© Ministry of Education and Youth

First published in 2015

This edition was updated in 2024.

NOT FOR SALE

Copyright Notice:

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means without the prior permission in writing of the copyright holder.

Ministry of Education

Curriculum Unit

Caenwood Centre

37 Arnold Road

Kingston 4

Jamaica, West Indies

Originally developed by Curriculum Unit

Revised by Curriculum Unit.

Originally design and layout by Ion Communications

Revised design and layout by Media Services Unit

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

Acknowledgements	IV		
Messages	VIII		
		Grade 3	1
		Self and Interpersonal Relationships	1
		Regional Standards and Core Outcomes	2
		Scope and Sequence	3
Introduction	XV		
Why Health and Family Life Education	XV		
What are Life Skills	XVI	Safety and Security	23
Why Teach Life Skills in School	XVI	Regional Standards and Core Outcomes	24
Life Skills Methodology in the Classroom	XVII	Scope and Sequence	25
Organisation of the Curriculum	XIX		
		Sexuality and Sexual Health	44
Theme: Self and Interpersonal Relationships	XIX	Regional Standards and Core Outcomes	45
Theme: Safety and Security	XIX	Scope and Sequence	46
Theme: Sexuality and Sexual Health	XIX		
Theme: Appropriate Eating and Fitness	XX	Appropriate Eating and Fitness	66
Theme: Managing the Environment	XX	Regional Standards and Core Outcomes	67
		Scope and Sequence	68
Notes for the Teacher:			
Tips on Teaching the Scope and Sequence	XXI	Managing the Environment	88
		Regional Standards and Core Outcomes	89
Life Skills Definitions	XXII	Scope and Sequence	90
Life Skills Instruction Steps	XXIV		
		Sample Lesson Plans – Grade 3	108
		Appendix	117

ACKNOWLEDGEMENTS

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

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

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

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

- Dr. Clover Hamilton-Flowers – ACEO, Core Curriculum Unit, who provided support throughout the process

Current and former members of the HFLE Team who developed the curriculum:

- Mrs. Anna-Kay Magnus Watson – National Coordinator, HFLE
- Mrs. Nordia McIntosh-Vassell – HFLE Officer
- Mrs. Kerry-Ann Coombs-Williams – Principal, St. Thomas Technical High School
- Ms. Marie Hayden – Former HFLE Officer
- Mrs. Marsha Fennell-Bell – Former HFLE Officer
- Mr. Wendell Baily – SGCEO
- Ms. Wendy Mullings – HFLE Officer
- Mrs. Sophia Brown-Sinclair, HFLE Officer

Special thanks to those persons who contributed to the writing of the Safety and Security Theme:

- ASP Coleridge Minto – Former Director of Safety and Security, MOEY
- Mr. Richard Troupe – Director of Safety and Security (Acting), Safety and Security Unit, MOEY
- Mr. Carl Sterling – Safety and Security Coordinator, Safety and Security Unit, MOEY
- Corporal Ricardo McCalpin, Community Safety and Security Branch (CSSB) – JCF
- Sgt. Antoinette Morrison, Major Organized Crime and Anti-Corruption Agency (MOCA) – JCF
- Detective Inspector Pauline J. Pink Bond – Attorney at Law, CISOCA
- Mrs. Sipreena Morgan – HFLE Master Trainer and Guidance Counsellor
- Mrs. Kaydian Remekie – HFLE Master Trainer
- Mrs. Marcia Blair – HFLE Master Trainer
- Ms. Tashana Harris – Dean of Discipline

Special thanks to Ms. Kellie Magnus who edited the curriculum, Ion Communication who formatted the document, and Mrs. Lesa James-Richardson who supported the formatting and finalization of the document.

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),
Curriculum Unit
Ministry of Education and Youth



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 3

SELF & INTERPERSONAL RELATIONSHIPS

SELF AND INTERPERSONAL RELATIONSHIPS – Grade 3 – TERM 1

REGIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
RS SI1: Examine the nature of self, family, school, and community 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 school.	1. Understanding Self	1. Personal Development 2. Relationships	<ul style="list-style-type: none"> I am a Wonderful Person Exploring My Interests Building Healthy Family Relationships Friendships
RS SI2: Acquisition of coping skills to deter behaviours and lifestyles associated with crime, drugs, violence, motor vehicle accidents and other injuries.	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.	2. Coping with Risk and Adversity	1. Managing Emotions, Conflicts & Risks	<ul style="list-style-type: none"> Managing Me I Choose to Refuse
RS SI3: 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. Demonstrate skills and behaviours for building harmonious relationships with family and friends.	3. Respect and Tolerance for Self and Others	1. Embracing Diversity	<ul style="list-style-type: none"> We are Different but Equal Fair Play

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 individuality. Students need to develop a healthy self-concept to foster healthy relationships within the family, school and community. They also need to be assisted in developing resilience -- the capacity to assess, cope, manage and benefit from the various influences that impact relationships.

Key Skills

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

GUIDANCE FOR THE TEACHER

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. 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 3**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. Develop an increased awareness of self
2. Appreciate the importance of healthy relationships with family and friends
3. Apply social skills to support the development of strong 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:

I Am a Wonderful Person

Life Skills:

Social: Communication
Cognitive: Critical thinking
Coping: Self-awareness

Values/Virtues:

Appreciation, Acceptance, Self-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"> • Explain the importance of a healthy self-esteem • Express appreciation of self • Demonstrate coping skills to develop a healthy self-esteem 	<p>Self-esteem Self-esteem refers to how individuals think and feel about themselves. There are wonderful things about each person. Self-esteem can change depending on the way individuals think about themselves. Positive thinking about oneself over time can improve one's self-esteem.</p> <p>What/ Who influences how one feels about self?</p> <ul style="list-style-type: none"> » The media » Friends » Parents and other family members » The way one responds to what others say about him or her » How one treats self 	Discussion/ Creative Expression	<p>Students will clap to a Nyabingi dub beat while listening to the dub poem <i>Self-esteem</i> (or another appropriate poem):</p> <p style="text-align: center;"><i>Self-esteem</i></p> <p style="text-align: center;"><i>'Self-esteem' is how I 'feel'.... about MYSELF!</i></p> <p style="text-align: center;"><i>How I feel</i> <i>How I feel</i> <i>How I feel</i> <i>About MYSELF!</i></p> <p style="text-align: center;"><i>'Self-esteem' is what I 'think'.... about MYSELF!</i> <i>is what I 'think'</i> <i>is what I 'think'</i> <i>is what I 'think'</i> <i>About MYSELF!</i></p> <p style="text-align: center;"><i>'Self-esteem' is what I think and 'feel' about myself!</i></p> <p style="text-align: center;"><i>Feeling good about myself</i> <i>is important for my health!</i> <i>Self-esteem!</i></p>	Discussion points indicate a clear understanding of the importance of a healthy self-esteem

GRADE 3**Theme: Self and Interpersonal Relationships****Topic 2:****Exploring My Interests****Life Skills:**

Social: Communication

Cognitive: Creative thinking, decision making

Coping: Self-awareness

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

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 like to do in their free time Show a willingness to discover new hobbies Display self-awareness skill in relation to their talents 	<p>Hobbies These are activities in which people engage during their free time for fun example: reading, running, riding, singing, dancing, playing chess, etc.</p> <p>Hobbies help us to grow and develop personally. They help to develop self-esteem and self-confidence.</p> <p>Benefits of hobbies It is good to have hobbies that challenge us and help us to learn more about ourselves and the world around us.</p> <p>Hobbies also help us to grow and develop, unearth talents, spend our time wisely and set personal goals for ourselves.</p> <p>Hobbies allow for interaction with others and recognition of personal likes and dislikes.</p> <p>My Talents Exploring talents is an important of a</p>	<p>Resource person/ Discussion/ Interview</p> <p>Project</p>	<p>Students will listen to a presentation made by a leader of one of the clubs at their school about hobbies. At the end of the presentation, students will discuss pictures of children engaging in different hobbies. Students will subsequently work in pairs or groups to interview their peers about their hobbies. Responses will be shared with the class. Teacher will use the following reflective question to guide the discussion: What do I like to do in my free time?</p> <p>Teacher will provide feedback and clarify where necessary.</p> <p>Students will engage in a “Project Talent Discovery” by choosing a new activity to engage in with their parent(s) or guardian(s). Activities may include arts and crafts, singing, baking, building an object or the performing arts. Using creative expression, they will share their experience with the activity, including evidence of their participation. This can be displayed at a mini-exhibition.</p> <p>Students will reflect on the following:</p> <ul style="list-style-type: none"> What hidden talents do I have? What activities do I like to do in my free time? 	<p>Responses reflect students’ ability to effectively use self-awareness skill to identify what they like to do in their free time</p> <p>Pieces in the Exhibition/ content of students’ creative pieces reflect a willingness to discover new hobbies and appropriate value/virtue such as self-acceptance or love</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>child's development that can help to improve their self-esteem, academic performance and interactions with their peers. Children should be provided with a safe space to nurture their talents without fear of judgement or failure.</p> <p>Talents can often go unnoticed and overshadowed by athletic abilities and academic performance of other children. Talents can range from artistic and creativity skills to leadership abilities and problem solving skills. These should be honed similarly to academics and sports.</p> <p>My Time</p> <p>It is important to engage in meaningful hobbies as time wasted cannot be recovered. It is paramount that one takes the time to plan carefully what they will do with their time. Children need enough time for play, leisure and school.</p> <p>It is important to make organising one's time a habit from an early age as it helps to develop responsibility, commitment andiveness.</p>	Journaling	<ul style="list-style-type: none"> How do I feel about trying new activities? How do I feel about myself after discovering my hidden talents? <p>Teacher will provide feedback where necessary.</p> <p>Students will work in groups to make a list of activities they would like to participate in with their parents/siblings. Parents will be asked to make time to engage in one or more of the activities selected by their child. Students will then reflect in their journals using the following questions:</p> <ol style="list-style-type: none"> What activities am I good at? What would I like to do better? How do I feel about my talents? How do I feel about myself? <p>Teacher will provide feedback and make referrals where necessary.</p>	Journal entries reflect self-awareness skill in identifying their feelings and talents as well as appropriate value/virtue such as love or appreciation

GRADE 3 **Theme: Self and Interpersonal Relationships**

Module 1: Understanding Self

Unit 2: Relationships

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

1. Understand the different ways we communicate with each other
2. Appreciate the usefulness of communication skills in dealing with conflicts
3. Apply appropriate social skills in establishing and maintaining 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: Building Healthy Family Relationships

Life Skills: Social: Communication, Conflict resolution, Empathy

Cognitive: Decision making

Coping: Self-awareness

Values/Virtues: Care, Appreciation, Kindness, 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"> Explain the importance of good family relationships Differentiate between positive and negative interactions in relationships Suggest ways they can show support to family members Demonstrate social skills that will support building healthy family relationships 	<p>A family is made of two or more people who are related or connected through, birth, legal relationship (marriage, fostering or adoption) and cohabitation.</p> <p>Healthy family relationships are important because they help children to feel happy, loved, safe and secure. Having good family relationships also helps children to manage everyday challenges because they have support and can learn many different skills and values that they need to build relationships with their peers.</p> <p>Good family relationships are an important part of strong families that grow from loving each other, having open and honest communication, trust and respect for feelings, space and belongings of other family members.</p>	<p>Video/ Discussion</p> <p>Stimulus Activity</p>	<p>Students will view and dance to a music video about families: https://www.youtube.com/watch?v=ii_LtHrEiaao; a discussion about building healthy family relationships will follow. Teacher will use the following questions to guide the discussion:</p> <ul style="list-style-type: none"> What are some activities that families do to spend time with each other/to have fun together? How does spending fun time with family members make me feel? Why is it important to have good relationships with our family members? How do we feel when we have good relationships with our family? <p>Teacher will provide feedback and clarify where necessary.</p> <p>Teacher will distribute cards to groups of students. Cards will reflect words or statements associated with positive or negative interactions between family members such as :</p> <div> ○ Accepting ○ Helpful </div> <div> ○ Encouraging ○ Playing </div>	<p>Students' responses indicate a clear and accurate understanding of the importance of good family relationships</p> <p>Cards placed under correct categories reflect students' ability to accurately distinguish between positive and negative interactions in</p>

GRADE 3**Theme: Self and Interpersonal Relationships****Topic 2:****Friends****Life Skills:**

Social: Communication, Empathy

Cognitive: Decision making

Coping: Self-awareness

Values/Virtues:**Kindness, Honesty, Care**

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>By the end of the topic students will be able to:</p> <ul style="list-style-type: none"> Summarize the characteristics of healthy friendships Show willingness to display qualities of a good friend Demonstrate social or coping skills to develop healthy friendships 	<p>Friendships: A friendship is a relationship between two or more people. There are different types of friendships.</p> <p>Best friends – people who are closest to each other.</p> <p>Friendships are often formed between persons of a similar background or persons who have similar interests; through participating in activities together, or through admiration of the personal qualities of others.</p> <p>Characteristics of a healthy friendship A friendship is healthy when friends decide to be good friends by:</p> <ul style="list-style-type: none"> » being kind, caring, helpful, and respectful to each other. » saying nice things to each other and about each other. » being patient. » taking turns. » allowing everyone a chance to play. » using good manners. » being honest with each other in 	<p>Discussion/ Poetry/ Creative expression</p>	<p>Students will listen to “<i>The Friendship Poem</i>” or other appropriate poem/song about a healthy friendship twice. During the second round, students will clap each time they hear the characteristics of a healthy friendship:</p> <p><i>The Friendship Poem</i></p> <p><i>Friendship is about the relationship we have with others</i></p> <p><i>A healthy friendship is between people who care and share</i></p> <p><i>A healthy friendship is between people who are honest and kind</i></p> <p><i>A good friend only tells kind jokes</i></p> <p><i>A good friend tells the truth no matter the cost</i></p> <p><i>A good friend tells me to do what is right</i></p> <p><i>A good friend is respectful and wise!</i></p> <p>In groups they will discuss what makes a friendship healthy, using examples from the poem and other examples they can think of. They will write one sentence to describe a healthy friendship.</p> <p>Teacher will use the following reflective questions to guide students’ reflection:</p> <ul style="list-style-type: none"> How am I a good friend? How can I tell when friendships are healthy? <p>Teacher will provide feedback and clarify where necessary.</p>	<p>Students’ responses indicate a clear and accurate understanding of the characteristics of healthy friendships</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 that 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

Theme: Self and Interpersonal Relationships

Coping with Risk and Adversity

Managing Emotions, Conflicts and Risks

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

1. Develop awareness of the importance of managing feelings
2. Appreciate the usefulness of communication skills in dealing with conflicts
3. Apply life skills to develop risk prevention and response strategies

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

Managing Me

Social: Anger management, Conflict resolution

Cognitive: Decision making, Problem solving

Coping: Self-awareness, Coping with emotions

Self-restraint, Clear thinking, Self-control

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 among different types of feelings Identify situations that trigger different feelings Practise taking appropriate actions in situations that affect their feelings Demonstrate social or coping skills when responding to situations that may lead to conflict 	<p>Feelings Feelings are physical sensations not connected to sight, hearing or smell. Feelings are usually based on perceptions from an encounter with a person, place, thing or situation. Feelings are a natural and normal part of human experience. Feelings can be described as pleasant or unpleasant.</p> <p>Some positive feelings that make us feel good are:</p> <ul style="list-style-type: none"> » joy » hope » surprise (pleasant) » happiness » delight » optimism <p>Some negative feelings that make us feel bad are:</p>	<p>Video/ Discussion</p> <p>Video/ Game/ Journaling</p>	<p>Students will watch the video “Name That Emotion” https://www.youtube.com/watch?v=ZxfJicfyCdg and then view pictures of faces depicting different feelings. They will discuss the different types of feelings captured in the photos.</p> <p>In groups, they will then be given unlabelled ‘feeling faces’ and strips of paper with the names of different feelings. They will match each feeling with the correct ‘feeling face’. Teacher will provide feedback and clarify where necessary.</p> <p>Students will view and dance to the “Sesame Street: Emotions Through Dance with Alvin Alley Dance Theater” https://www.youtube.com/watch?v=oMDquZqH-EE A discussion will follow about situations that can cause different feelings. Students will then play the game charades. One student from each group will pick a card with the name of a feeling and demonstrate the feeling without using words. Groups will try to guess the feeling; each group member will then</p>	<p>Discussion points and the results of the matching exercise indicate a clear and accurate understanding of different types of feelings</p> <p>Students’ responses indicate the ability to effectively use self-awareness skill to identify how they feel in different situations and why</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>» STOP and count to ten, take a deep breath, walk away and do positive things that will help you calm down (such as singing, running or other activities that you enjoy).</p> <p>» SAY what's wrong. Use your words to say what you don't like.</p> <p>» TELL what you would like to happen.</p> <p>» Decide how you will solve the problem.</p> <p>Managing conflict</p> <p>» Be a good listener, even when not in agreement with the other person</p> <p>» Put yourself in the other person's shoes</p> <p>» Talk it over with someone else</p> <p>» Respond to the situation after things have calmed down</p>	Brainstorming/ Role play	<p>frustration; for any inappropriate actions, students will write a more appropriate response to the negative feelings. Parents will support their children over a given period to practise responding appropriately to situations that trigger negative feelings.</p> <p>Students and parents will share the progress of this activity.</p> <p>Students will ponder the reflective question: How can I control my anger? They will brainstorm steps they can take and teacher will provide feedback and clarification where necessary http://micheleborba.com/7-sure-fire-solutions-to-help-kids-control-their-anger/</p> <p>Students will then be divided into groups to role-play their responses to different scenarios involving conflicts between students. They will demonstrate how to resolve the conflict positively:</p> <p><i>Examples of scenarios:</i> <i>Johnny stepped on your toe and then pushed you to the ground.</i> <i>Marze decided to take your pencil without asking.</i> <i>Juno told some of your friends something about you that is not true.</i> <i>Telara went in your bag and took your snack without asking.</i></p> <p>Teacher will use the following reflective questions to guide students' reflection:</p> <ul style="list-style-type: none"> • How can I react positively to situations that I am not pleased with? • How can I control my emotions to resolve conflict? 	<p>skill to identify how they can improve their actions in the future in situations that affect their feelings; journal entries also reflect appropriate value/virtue such as self-restraint or clear-thinking</p> <p>Role play reflects students' ability to effectively cope with emotions, use anger management skill or conflict resolution skill in response to situations that affect their feelings as well as appropriate value/virtue e.g. self-restraint</p>

GRADE 3**Theme: Self and Interpersonal Relationships****Topic 2:****I Choose to Refuse****Life Skills:**

Social: Advocacy, Refusal

Cognitive: Decision making

Coping: Healthy Self-management

Values/Virtues:**Responsibility, Clear-thinking, 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"> Differentiate between harmful and helpful substances Explain the effects of harmful substances on the body Show how to avoid the use of harmful substances Advocate for a drug-free environment 	<p>Helpful substances These are medicines that when taken as they should, help an individual maintain good health.</p> <p>Harmful substances Harmful substances are chemicals or materials that can harm the body, and can even cause death. These can be fumes that we breathe in or liquids that can come into contact with our skin.</p> <p>Effect of harmful substances on the body</p> <ul style="list-style-type: none"> Dizziness Asthma and other diseases such as lung cancer The brain can be damaged The liver and other parts of the body can become damaged Energy to play will be very low <p>Saying NO to harmful substances</p> <p>Children need to protect their health and stay away from harmful substances, even when pressured by peers.</p>	<p>Stimulus activity</p> <p>Creative Expression/ Role play</p>	<p>After viewing a chart with helpful and harmful substances (drugs), students will be given crayons and pictures of medicines and harmful substances. They will colour the harmful substances red and the helpful substances green. A discussion about helpful and harmful substances will follow. In groups, students will brainstorm the effects of harmful substances on the body.</p> <p>Teacher will provide feedback and clarify where necessary.</p> <p>Students will in groups create one statement they would use to refuse or avoid harmful substances/drugs. They will practise using the statement or role-play how they would respond to someone offering them a harmful substance. Teacher will use the following reflective questions to guide students' reflection:</p> <ul style="list-style-type: none"> How can I say no to harmful substances? What should I do if someone offered me a harmful substance? <p>Teacher will provide feedback and clarify where necessary.</p>	<p>Discussion points and the results of the stimulus activity indicate students' ability to accurately differentiate between harmful and helpful substances and the effects of harmful substances on the body</p> <p>Statements and simulations/role plays reflect effective use of refusal or decision-making skill along with appropriate value/ virtue such as courage or responsibility to avoid using harmful substances</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Alcoholic beverages, cigarettes and marijuana (ganja) are much more harmful to children than they are to adults and can have severe long-term effects.</p> <p>The practice of saying NO to harmful substances protects the body. It is important to surround oneself with other people who also avoid and refuse harmful substances.</p>	Visual Arts	Students will in groups create posters for a poster competition, advocating for children to say, "No to drugs" Posters will be displayed on different platforms at church, home school and in communities.	Posters depict effective use of advocacy skill and appropriate value/virtue eg. responsibility to promote a drug-free environment

THEME: SELF AND INTERPERSONAL RELATIONSHIPS
MODULE 3: RESPECT AND TOLERANCE FOR SELF AND OTHERS

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.

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

GRADE 3**Theme: Self and Interpersonal Relationships**

Module 3:

Respect and Tolerance for Self and Others

Unit 1:

Diversity

Learning Goals:

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

1. Understand the importance of building harmonious relationships
2. Appreciate that all humans have rights regardless of their differences
3. Apply life skills to support harmonious 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:**We are Different but Equal****Life Skills:**

Social: Empathy, Advocacy

Cognitive: Decision making

Coping: Self-awareness

Values/Virtues:**Collaboration, Cooperation, 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"> • Explain the meaning of the term 'diversity' • Displays teamwork with persons who are different • Demonstrate social skills to support persons who are different 	<p>What is diversity? Diversity describes the similarities and differences people have.</p> <p>How are we different? By our ethnic, cultural, racial, religious or general background.</p> <p>Differences are seen in: Physical appearances, beliefs and customs; the food we eat; how we dress; our language, our accent; where we live and how we behave.</p> <p>Diversity is important as it facilitates learning about different cultures, the sharing of ideas and collaboration and cooperation.</p> <p>Respecting diversity is about:</p> <ul style="list-style-type: none"> » Building responsive relationships. » Open and honest communication. 	Video/ Discussion	<p>Students will view the video "What is Diversity" https://www.youtube.com/watch?v=Fd5Cm3xzMS4. Working in pairs, students will interview each other to identify their similarities and differences. Students will report on the views of their partners and discuss the meaning of diversity and why it is important. Teacher will use the following questions to guide students in the interview process:</p> <ol style="list-style-type: none"> 1. What do you like to do in your free time? 2. What foods do you like to eat? 3. What are your talents? 4. What is your religion? 5. What is your ethnicity? 6. What makes us similar? 7. What makes us different? <p>Teacher will provide feedback and clarify where necessary.</p>	Discussion points reflect a clear understanding of the meaning of the term diversity

GRADE 3**Theme: Self and Interpersonal Relationships****Topic 2:****Fair Play****Life Skills:**

Social: Advocacy

Cognitive: Critical thinking

Coping: Coping with emotions, Healthy Self-management

Values/Virtues:**Equality, Respect, 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"> • Explore the principle of fairness • Defend the importance of exercising fair play • Demonstrate social skills to support fair play 	<p>What is fairness? Fairness is being just, impartial and open to differing viewpoints.</p> <p>What is fair play? Fair play is about letting everyone get an equal chance to participate.</p> <p>Fair play do's:</p> <ul style="list-style-type: none"> » Treat others with respect » Make decisions without showing favouritism » Be open to suggestions from others » Listen to the points of view of others <p>Fair play don'ts:</p> <ul style="list-style-type: none"> » Blame other people unfairly/ dishonestly » Take more than your fair share. » Allow your emotions to take control of the situation » Be autocratic, considering only your thoughts and wants <p>Benefits of fair play</p> <ul style="list-style-type: none"> » Everyone gets an opportunity to be heard 	<p>ICT/ Discussion</p> <p>Video/Game</p>	<p>Students will dance and listen to the "Fairness Song" https://www.youtube.com/watch?v=YIYM9OMn30w. A discussion about fairness will follow. Teacher will use the following reflective question to guide students' reflection: How can I be fair in my actions?</p> <p>Teacher will provide feedback and clarify where necessary.</p> <p>Students will view the video "What is Fair Play?" https://www.youtube.com/watch?v=uNV-1zNRTLg. Students will, in groups, play different games or participate in different activities. Some students will receive an unfair advantage: for example, in a game of "1-2-3 Redlight" some students are closer to the leader than others at the start of the game. Students will discuss how receiving an unfair advantage made them feel and why fair play is important. Groups will then prepare speeches to defend the importance of fair play. Teacher will use the following reflective question to guide students' reflection: Why is it important for me to exercise fair play?</p> <p>Teacher will provide feedback and clarify where necessary.</p>	<p>Discussion points indicate a clear and accurate understanding of fairness</p> <p>Speeches reflect valid reasons why fair play is important along with appropriate value/ virtue such as fairness or equality</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<ul style="list-style-type: none"> » Everyone gets an opportunity to participate » Everyone gets an opportunity to feel good about themselves » Everyone stands a chance » Everyone benefits » Everyone is happy in the end 	Video/ Discussion/ Creative arts	<p>Students will view the video “Winning and Losing” https://www.youtube.com/watch?v=K8uITa1TXZs after which they will discuss the situations from the video in which fair play was not exercised. In groups, they will create a song, poster or other art pieces with a message promoting fair play.</p> <p>Teacher will use the following reflective question to guide students:</p> <p>How can I encourage fair play?</p> <p>Teacher will provide feedback and clarify where necessary.</p>	Creative pieces reflect students’ ability to effectively use advocacy skill along with appropriate value/ virtue such as respect to promote fair play

SAFETY & SECURITY

SAFETY AND SECURITY – Grade 3 – TERM 1

REGIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
NSSS1: Examine rights and responsibilities in relation to Protection, Safety and Security to preserve self, community and environment.	<ol style="list-style-type: none"> 1. Demonstrate an awareness of their protection, provision and participatory rights and responsibilities in ensuring their survival and development. 2. Demonstrate an awareness of their responsibilities in ensuring the survival and development of the community. 	1. Exploring concepts of protection, safety and security	1. My Rights and Responsibilities	<ul style="list-style-type: none"> • Knowing My Rights • Speaking Up
NSSS2: Analyse the influence of sociocultural factors, economic factors and personal beliefs on lifestyle choices related to protection, safety and security	<ol style="list-style-type: none"> 1. Challenge the socio-cultural and economic norms that influence lifestyle choices related to protection, safety and security. 2. Examine the effects of personal beliefs on lifestyle choices on the protection, safety and security of self and the wider community 	<ol style="list-style-type: none"> 2. Factors influencing behaviours related to safety and security 	<ol style="list-style-type: none"> 1. Community Culture 2. Rules and Regulations for Safety 	<ul style="list-style-type: none"> • Doing What is Right • Making Good Choices • Following the Rules
NSSS3: Develop action competence and build capacity to minimize factors affecting protection, safety and security within 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"> • Safety Starts with Me • Caution: Road Safety • Drill Alert

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 3**Theme: Safety and Security**

Module 1: Exploring Concepts of Protection, Safety and Security

Unit 1: My Rights and Responsibilities

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

1. Develop an awareness of the rights and responsibilities of children
2. Appreciate their rights, roles and responsibilities as children and members of the wider community
3. Apply appropriate life skills to protect their rights

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: Knowing My Rights

Life Skills: Social: Communication, Assertiveness, Refusal

Cognitive: Decision making, Problem solving

Coping: Self-awareness

Values/Virtues: Responsibility, Accountability, 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"> • Explore the rights of a child • Justify the importance of speaking up when their rights are violated • Demonstrate social skills to protect their rights 	<p>Convention on the Rights of a Child The Convention on the Rights of the Child (CRC) is an agreement that Jamaica and many other countries around the world signed to ensure that the needs of children are met and that children can live a safe and happy life. Under the Convention of the Rights of the Child, children have four basic rights:</p> <ul style="list-style-type: none"> » the right to survival » the right to protection » the right to development » the right to participation <p>The Child Care and Protection Act The Child Care and Protection Act is the law in Jamaica that protects children and guarantees their rights.</p>	<p>Video/ Discussion/ Game</p> <p>Stimulus activity/ Discussion</p>	<p>Students will watch the videos: What are Child Rights" https://www.youtube.com/watch?v=V1BFLitBkco and "Let's Know Your Children's Rights" https://www.youtube.com/watch?v=2Z7ilXD9-8o. Students will be placed in groups and assigned a different child right to record and share what they learned.</p> <p>In groups, students will be given a sentence about each right to unscramble. Eg. "I have the right to be protected and kept safe". After unscrambling each sentence, students will share with the class and explain why they think it is important to tell someone if their rights are violated. Teacher will facilitate discussion, provide feedback and clarify where necessary.</p> <p>Reflective Questions:</p> <ol style="list-style-type: none"> 1. What should I do if someone is disobeying or not protecting any of my rights? 2. Why is it important to tell someone I trust 	<p>Discussion points reflect a clear and accurate understanding of the rights of a child</p> <p>Students' responses include valid reasons to support the importance of speaking up when rights are violated and appropriate value/virtue such as courage or responsibility</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Under the Child Care and Protection Act, children have three basic rights:</p> <p><i>Protection rights</i> Rights that protect children from all types of violence, abuse, neglect and exploitation.</p> <p><i>Provision rights</i> Rights that guarantee the basic things children need for their survival, growth and development.</p> <p><i>Participation rights</i> 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> <p>Responsibilities of children Children's rights must always be honoured and never violated. Children also have responsibilities: Responsibilities of children include:</p> <ul style="list-style-type: none"> » behaving in ways that contribute to the observation of their rights by others and themselves » reporting when they are endangered or threatened » doing their chores and other tasks assigned by parents/ guardians » ensuring that they do their school work » ensuring that they obey rules » respecting the rights of others 	Role-play/ Journal	<p>about my rights being violated?</p> <p>3. How will telling someone that my right is being violated help me?</p> <p>4. What are my responsibilities to respect the rights of others?</p> <p>Students will mount their sentences on placards and place them in different areas around the school. They can also share devotion.</p> <p>Students will role-play appropriate responses to situations in which their rights are being violated example:</p> <p><i>Jojo is not given food when he is at home.</i></p> <p><i>Mie-mie does not get the chance to go to school on most days because she has to care for her grandfather's goats</i></p> <p><i>Jumo's classmates tease him and call him ugly names.</i></p> <p><i>Miranda has ideas about how she can make meals more nutritious at home but no one wants to listen.</i></p> <p>Teacher will use the following reflective questions to guide students' reflection:</p> <ul style="list-style-type: none"> • What should I do when my rights are violated? • Who should I turn to for help? <p>Teacher will clarify and provide feedback where necessary.</p>	<p>Role plays reflect effective use of refusal, problem solving or decision making skill to protect their rights along with appropriate value/virtue such as courage</p>

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

Social: Communication, Empathy, Assertiveness,
Cognitive: Decision making, Critical thinking, Creative thinking
Coping: Refusal, Problem solving

Values/Virtues:**Responsibility, Compassion, Courage, Bravery**

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 why it is important to report threats to their safety and security Practise reporting incidents that threaten their safety and security Demonstrate social skills to encourage their peers to report threats to their safety and security 	<p>What is reporting? Reporting means telling someone in authority about something bad that someone has done or has said they are going to do.</p> <p>Reports can be made by:</p> <ul style="list-style-type: none"> » making phone calls » telling someone face to face » writing letters or notes to a trusted adult » drawing what happened » taking a photo or video <p>Reports can be made to:</p> <ul style="list-style-type: none"> » Trusted adults who are in charge of us like parents, guardians, family members, teachers. <i>Sometimes children may need to report the very adults who are in charge of them.</i> » The police » The Child Protection and Family Services Agency (CPFS) <p>What should be reported Anything thing that harms or will harm a child or a child's peers should be reported. In other words,</p>	Dub poem	<p>Students will clap to the Nyabinghi dub beat entitled "Niybignhi Drums Reggae Riddim Instrumental" https://www.youtube.com/watch?v=ZuDG2vtmwFI while listening to the dub poem "Talk up Yute"</p> <p style="text-align: center;">Talk up Yute</p> <p style="text-align: center;"><i>Talk up yute, Talk up yute (rept)</i></p> <p style="text-align: center;"><i>You are a big deal Yes, you are and your friends are a big deal. Very, very, very important for real. (Sung to the melody of Christopher Martin's "I'm a big deal.")</i></p> <p style="text-align: center;"><i>So talk up yute about your safety. So talk up yute about your security Talk up yute, Talk up yute.</i></p> <p>Students will discuss the poem and give reasons why talking about or reporting what happens to them is important.</p> <p>Teacher will use the following questions to guide the discussion:</p> <ul style="list-style-type: none"> Why is it important to talk about what happens to me? Why is it important to report when others threaten me? 	Discussion points reflect a clear understanding of why it is important to report threats to their safety and security

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>even if someone says they are going to do something that will cause harm, to a child, the child should tell someone in authority about it.</p> <p>Benefits of reporting</p> <ul style="list-style-type: none"> » When we report threats to our safety and security, steps can be taken to keep us safe » The person who is a threat to our safety can be arrested and charged, minimizing the risk of that person causing harm to you and others again » You won't have to worry about being hurt by that person anymore <p>Duty of Care</p> <p>Each person eighteen years or older, under the Child Care and Protection Act, has a duty of care for the children they interact with, care for, or any child they come in contact with or are aware of.</p> <p>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. Those who work directly with children have a special duty of care. These include principals, guidance counsellors, teachers, childcare workers, parents/guardians, social workers, psychologists, mentalhealth workers and all others who work with children.</p>	<p>Video/ Case scenario/ Simulation</p> <p>Creative Expression</p>	<ul style="list-style-type: none"> • Why is it important to report when I feel uncomfortable? • Who can I report to? • Who can I talk to? <p>Teacher will provide feedback and clarify where necessary.</p> <p>Students will view the video "ABC's of Safety" https://www.youtube.com/watch?v=rMGDJlGmfbo</p> <p>In groups, students will study the telephone numbers of places that offer support to children. Students will subsequently use the information in role plays to respond to different case scenarios (<i>which may be generated from the video "ABC's of Safety"</i>) in which their safety is threatened. They will discuss the problems in the scenarios and simulate reporting the incidents to trusted adults, the police or the Child Protection and Family Services Agency (CPFSA).</p> <p>Teacher will provide feedback and clarify where necessary.</p> <p>Students will work in groups to create either a drama piece, poster, speech or dub poem to promote "Speaking Up!" encouraging their peers to report threats to their safety and security. The product should capture to whom children can report, how they can report and the benefits of reporting.</p> <p>Teacher will provide feedback and clarify where necessary.</p>	<p>Role plays reflect effective use of refusal, problem solving or decision making skill as well as appropriate value/virtue such as courage or bravery to report incidents that threaten their safety and security</p> <p>Creative pieces reflect proficient use of effective communication skill: being an effective speaker skill or empathy skill to encourage peers to report threats to their safety and security as well as value/virtue such as compassion or bravery</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 3**Theme: Safety and Security**

Module 2:

Factors Influencing Behaviours Related to Safety and Security

Unit 1:

Community Culture

Learning Goals:

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

1. Develop an awareness of how their choices affect their safety
2. Appreciate the importance of making the right decisions
3. Use social skills to influence positive 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:

Doing What is Right

Life Skills:

Social: Advocacy, Assertiveness, Communication

Cognitive: Decision making, Problem solving

Coping: Self-awareness

Values/Virtues:

Courage, Responsibility, Honesty, Bravery

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 right and wrong actions • Express how doing the right thing protects them and others • Demonstrate the ability to use social skills to encourage their peers to do what is right 	<p>Doing what is right Doing what is right means choosing to do what is correct even when no one is looking, no matter the consequence or the cost.</p> <p>There are times when we may feel it is okay to do something wrong because we have a good reason to do so. Even when we have good reasons for doing wrong, it is still wrong. It is important to always seek to do what is right. Being of good character is far more important than doing the wrong thing even when others are doing it.</p> <p>Benefits of doing what is right Doing the right thing:</p> <p>» allows a clear conscience</p>	<p>Game/ Discussion</p>	<p>Students will engage in the game '<i>Fortune of the Right</i>' in which each group will select a group member to spin a wheel which exhibits different case scenarios requiring each group to discuss if the action taken by the main character is right or wrong. They will justify their responses.</p> <p>Example: Johnny is hungry so he decides to take his classmate's snack without permission. Teacher will use the following questions to guide the discussion:</p> <ul style="list-style-type: none"> • What is the difference between right and wrong? • What would I do differently? <p>Teacher will provide feedback and clarify where necessary.</p>	<p>Discussion points reflect an accurate understanding of the differences between right and wrong actions</p>

GRADE 3**Safety and Security****Topic 2:****Making Good Choices****Life Skills:**

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

Values/Virtues:**Honesty, Honour, Fairness, Prudence**

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 how to make good choices Defend the importance of making good choices Demonstrate coping skills to keep making good choices 	<p>How to make good choices Making a good choice is about deciding what is right or deciding to do what is best. It is important to think carefully before making a choice. Making the effort to make good choices is important. Going through a process of elimination helps to make it easier to make good choices.</p> <p>Before making a choice, do the following:</p> <ul style="list-style-type: none"> » stop and think » consider what is the right thing to do » think about what is fair » consider if rules or laws will be broken » think about how you will feel after » think about who you can talk to about the situation <p>It is important to consider how our choices affect others. You can also help to influence others to make good choices, even when others try to influence you to make wrong choices.</p>	Discussion	<p>Students will be given a picture story to discuss in their groups. Each group will be given a different picture story that depicts a situation and the consequences that followed. Students will discuss the picture story and answer the following questions:</p> <ol style="list-style-type: none"> 1. What is the situation in the story? 2. What choice was made by the character(s)? 3. What were the consequences of the actions of the character(s)? 4. What should the characters have thought about before choosing to do what they did? 5. What choice would you have made and why? <p>Students will then share their responses for discussion. Teacher will provide feedback and clarify where necessary.</p> <p>Students will reflect on the following question: 'Why is it important for me to make good choices?'</p>	Discussion points reflect an accurate understanding of how to make good choices

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Some choices can have serious consequences and affect the individual as well as others for the rest of their lives.</p> <p>Making good choices helps to make life easier and more fulfilling.</p>	<p>Reflective Questioning/ Creative Expression</p> <p>Role play/ Discussion</p>	<p>In groups, students will create a poem, dub poem or a song about the importance of making good choices. Students will share their creative pieces in class or they can record them and share them with the teacher who will provide feedback as necessary.</p> <p>Students will, in groups, discuss and role-play the choices they will make in given case scenarios:</p> <p><i>I love ice cream and I am allergic. My friends are having some. What should I do?</i></p> <p><i>I have found some money, I know it isn't mine. No one is around and I have no money of my own. What should I do?</i></p> <p><i>Marley has always been mean to me. He does not know where his glasses are and I do. What should I do?</i></p> <p><i>My friend doesn't like the new girl at school and likes to tease and make fun of her. She wants me to make fun of her as well. What should I do?</i></p> <p><i>I gave a letter from my school announcing Jeans Day to my parents. The school has since given me a new letter to give to my parents stating that Jeans Day has been cancelled. I really wanted to wear jeans. What should I do with the new letter?</i></p> <p>Note to teacher: students should only role-play positive responses role-playing the negative activity must be avoided.</p>	<p>Creative pieces reflect valid reasons to defend the importance of making good choices, along with appropriate value virtue such as fairness or prudence</p> <p>Role plays reflect effective use of the steps in problem solving or decision making skill, along with appropriate value/virtue such as honour or honesty to support making good choices</p>

GRADE 3**Theme: Safety and Security**

Module 2:

Factors Influencing Behaviours Related to Protection, Safety and Security

Unit 2:

Rules and Regulations for Safety

Learning Goals:

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

1. Understand the purpose of rules
2. Appreciate the benefits of obeying rules
3. Apply social skills to prevent and respond to threats to their safety and security

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:**Following the Rules****Life Skills:**

Social: Advocacy

Cognitive: Decision making

Coping: Self-awareness, Healthy Self-management

Values/Virtues:**Respect, Obedience, 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 importance of rules • Show willingness to obey school rules • Demonstrate good decision making skills by adhering to safety rules 	<p>What are rules? Rules are instructions that tell us how to do things correctly. For example, there are rules for how to behave at school, home, church and other places. Each school, class, hospital and other places has its own set of rules. Rules help to keep people safe. It is important to find out what the rules are when one goes to a new place.</p> <p>Why are rules important? Rules help people understand how to behave, and what to do. Rules help to keep people safe and out of danger.</p> <p>When rules are followed: » people know exactly what to do » time is saved</p>	<p>Story-telling/ Discussion</p>	<p>Students will listen to and discuss the following story:</p> <p><i>Benito, Leonardo and Mitch are in grade 3. Their teacher, Miss Harry, has explained that it is important for them to follow the class rules, but the boys don't think that following the rules is important. Two of their class rules are: (a) Live peacefully (b) Seek permission before using something that belongs to someone else.</i></p> <p><i>One day Mitch took Benito's pencil without permission and the boys started fighting. During the fight, Benito accidentally hit Leonardo. Leonardo broke his arm, Benito received a cut and Mitch fell and hit his head.</i></p> <p>Teacher will use the following questions to guide the discussion:</p> <ul style="list-style-type: none"> • How did disobeying the rules affect the boys? • Why is it important to have rules? 	<p>Discussion points reflect a clear and accurate understanding of the importance of rules</p>

THEME: SAFETY AND SECURITY

MODULE 3: SAFEGUARDS FOR PROTECTION, SAFETY AND SECURITY

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

About the Module

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

Key Skills

- Coping Skills (healthy self-management, self-awareness)
- Social Skills (communication)
- 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 3**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. Understand actions that compromise their safety
2. Appreciate the importance of road safety
3. Utilize life skills to protect self and others from situations that place their safety at risk.

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 Starts with Me****Life Skills:**

Social: Assertiveness, Refusal

Cognitive: Decision making

Coping: Self-awareness, 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"> • Distinguish between safe and unsafe situations • Agree to safety rules that protect themselves from harmful or unsafe situations • Display social or coping skills to support keeping themselves safe 	<p>Being Safe Being safe means being free from harm or danger. Every child has a right to be protected and every adult who has a duty of care must ensure that children are kept safe.</p> <p>Sometimes adults fail to play the role they should in keeping children safe. Children are sometimes harmed by people they know; this may include family members, family friends or other adults who have been left in charge of them.</p> <p>Secrets It is never okay for children to keep a secret, especially when someone has hurt them. Often when adults hurt children they may try to scare the child by telling them that if they</p>	Game/ICT	<p>Teacher will use the following video “Staying Safe at Home” https://www.youtube.com/watch?v=KUB-4dTbhM8 to create statements that reflect safe and unsafe actions/situations. Students will play ‘The Safety Rules Game by listening to each statement and indicating whether the situation in each statement is safe or unsafe either by moving to the area in the classroom marked ‘safe’ or ‘unsafe’ or by raising a sign with one these words.</p> <p>Teacher will provide feedback and for further clarity, students will then watch the video.</p>	Students’ responses indicate the ability to accurately distinguish between safe and unsafe situations

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

Social: Advocacy

Cognitive: Decision making, Problem solving

Coping: Self-awareness, Healthy Self-management

Values/Virtues:**Clear thinking, Reason, 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"> • Categorize safe and unsafe practices on the road • Encourage their peers to practise road safety • Display cognitive skills to support personal safety during road use 	<p>Road safety describes the actions that all road users take to ensure that roads are used in a way that minimizes the risk of harm or death to everyone who uses roads.</p> <p>Children and road use Children must be taught from an early stage how to use roads safely. Children who have not yet acquired the skills to navigate roadways safely must never be allowed to use the road alone as this may lead to injury or death.</p> <p>Children must be made aware of the dangers of motor vehicles and other forms of transportation, machines or objects that are often found on roads, and the need to be alert at all times when using the road.</p> <p>Road safety tips</p> <ul style="list-style-type: none"> » Never use electronic devices or play while using the road » Always use pedestrian walkways when they are available, otherwise find the safest spot to cross the road » Never cross the road without 	<p>Stimulus Activity</p> <p>Visual Arts</p> <p>Simulation</p>	<p>Students will be given a variety of pictures illustrating safe and unsafe practices on the road. They will place the pictures in the correct category – 'safe' or 'unsafe' - and justify their answer.</p> <p>Students will work in groups to make a poster encouraging their friends to practise road safety. They will develop slogans for the posters and display them on the school compound.</p> <p>Students will be given practical scenarios to show how they would use road safety principles in each situation. Examples:</p> <ol style="list-style-type: none"> 1. <i>The ball is in the road because you accidentally threw it over the fence</i> 2. <i>You are walking with your friends and you need to cross the street on a road with a lot of traffic</i> 3. <i>Your uncle rides a bike and is going to take you to school</i> 4. <i>You are travelling in a car</i> 	<p>Pictures are categorized correctly as safe or unsafe</p> <p>Creative pieces reflect appropriate messages that encourage road safety practices and reflect appropriate value/virtue such as caution</p> <p>Simulations reflect effective use of decision making or problem solving skill to practise road safety principles</p>

Objectives	Content	Strategy	Suggested Learning Activities	Assessment															
	<p>ensuring that vehicles are not in sight</p> <p>» Always wear light coloured clothing when using the streets at night</p> <p>» Always obey road safety signs</p> <p>Always wear a helmet when travelling on a bike</p>	Journaling/ Self-assessment	<p>Students will work in groups to create a chart called 'How Road Safe Am I?' They will use the road safety tips they have learned to create the checklist for the chart which will be pasted in their journals. They will use the checklist to monitor their road safety practices. Students will share their experiences.</p> <table border="1"> <thead> <tr> <th>Day</th><th>Tip</th><th>Tip was used</th><th>Tip was not used</th><th>Not Applicable</th></tr> </thead> <tbody> <tr> <td>Monday</td><td>Use pedestrian crossing</td><td>✓</td><td></td><td></td></tr> <tr> <td>Tuesday</td><td>Wear bright coloured clothing when using the road at night</td><td></td><td></td><td>✓</td></tr> </tbody> </table> <p>Teacher will provide feedback.</p>	Day	Tip	Tip was used	Tip was not used	Not Applicable	Monday	Use pedestrian crossing	✓			Tuesday	Wear bright coloured clothing when using the road at night			✓	Journal entries reflect effective use of the steps in decision making skill to support personal safety during road use along with appropriate value/virtue such as reason
Day	Tip	Tip was used	Tip was not used	Not Applicable															
Monday	Use pedestrian crossing	✓																	
Tuesday	Wear bright coloured clothing when using the road at night			✓															

GRADE 3**Safety and Security****Topic 3:****Drill Alert****Life Skills:**

Social: Communication, Advocacy

Cognitive: Creative thinking, Decision making, Problem solving

Coping: Self-awareness, Healthy Self-management

Values/Virtues:**Clear thinking, Cooperation, Collaboration**

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 effects of natural disasters Show a willingness to work together to respond appropriately to natural disasters Demonstrate cognitive skills that support appropriate responses to natural disasters 	<p>Natural disasters Natural disasters are caused by forces of nature (water, wind, fire, earth) that may destroy life and property.</p> <p>Some natural disasters commonly faced in the Caribbean are earthquakes, hurricanes, floods and wildfires.</p> <p>General safety advisories It is also important to follow instructions relayed because of a threat of a natural disaster. These procedures are meant to help keep us safe. It is important to follow public advisories issued through the Office of Disaster Preparedness and Emergency Management (ODPEM).</p>	<p>Research/ Presentation</p> <p>ICT/ Simulation</p>	<p>Students will be assigned a natural disaster to research and present its effects on the Caribbean. They should give real examples and use pictures or drawings to show the effects.</p> <p>Teacher will provide feedback or clarify where necessary.</p> <p>Students will view one of the following videos on disaster preparedness/response:</p> <p>“When a Hurricane Comes” https://www.youtube.com/watch?v=307D9NQlplc</p> <p>“What to do During an Earthquake” https://www.youtube.com/watch?v=Eo5VNFTDJoU</p> <p>“Fire Drills” https://www.youtube.com/watch?v=3BpzgPvhWLo</p> <p>Students will then be guided through a simulation on how to prepare for a hurricane or perform drills for earthquakes and fires.</p> <p>Groups will be assigned a different disaster but will take turns simulating the drill or preparation routine for each type. Teacher will provide feedback and clarify where necessary.</p> <p>Note to teacher: The class should routinely participate in fire and earthquake drills.</p>	<p>Presentation reflects a clear and accurate explanation of the effects of natural disasters</p> <p>Simulations reflect effective use of decision making, creative thinking or problem solving skill, along with appropriate value/virtue such as cooperation, to appropriately respond to, or prepare for, natural disasters</p>

Responding to natural disaster threats

It is important to be aware of how to respond to the threat of natural disasters. Drills help us to practise what to do in the event of a natural disaster. Drills should be carried out at home, school, church and in the community. Responding to the signal of a drill is very important as it makes it easier to respond to the threat of a natural disaster.

Fire

Never play with anything that can cause fire, electrical appliances, electrical outlets, matches, lighters and magnifying glasses. If you are on fire: stop what you are doing, safely fall to the ground and roll. If you are in a building that is on fire, leave quickly in an orderly manner by heading to the nearest safe exit; try to stay below the smoke if the building is engulfed.

Earthquake

Stand in a doorframe or go under a firm table or bed. Stay away from buildings, trees, electrical wires or anything that may cause harm to you if you are outside. Stay indoors if you are inside unless you are in imminent danger.

Hurricane

Encourage your parents/guardians to ensure that during the hurricane season (June-November) they have non-perishable food, enough stored water and other emergency items necessary for survival. When there is a hurricane threat, you and your family should head to an emergency shelter or a safer place if you live in a flood-prone area or a building that is not able to withstand hurricane-force winds. Never go outside during, just before, during or just after the passage of a hurricane.

Flood

Just as with a hurricane, if you live in a flood-prone area, it is important to seek shelter in a safe place at the threat of a flood. Never go outside just before, during or after a flood. Never go into a vehicle that is attempting to go through flood waters.

SEXUALITY & SEXUAL HEALTH

SEXUALITY AND SEXUAL HEALTH – Grade 3 – 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 cycle, is an integral part of every individual.	<ol style="list-style-type: none"> 1. Apply proper personal care and hygiene practices. 2. Demonstrate awareness of similarities and differences between boys and girls. 3. Respond appropriately to uncomfortable or risky situations. 4. Provide support to peers and siblings in uncomfortable and risky situations. 	<ol style="list-style-type: none"> 1. Differentiating Between Sex and Sexuality 	<ol style="list-style-type: none"> 1. Human Sexuality Protecting Myself 	<ul style="list-style-type: none"> • Caring for My Body • My Body Belongs to Me!
RS SSH2: Students will analyse the influence of socio-cultural and economic factors as well as personal beliefs on the expression of sexuality choices.	<ol style="list-style-type: none"> 1. Demonstrate awareness of the capacity for both boys and girls to perform similar tasks. 2. Demonstrate ways to respond appropriately to various factors influencing sexuality. 	<ol style="list-style-type: none"> 2. Sociocultural Influences on Sexual Behaviour 	<ol style="list-style-type: none"> 1. Factors Influencing the Expression of Human Sexuality 	<ul style="list-style-type: none"> • Girls & Boys: Different But Similar • What Influences Me?
RS SSH3: Students will develop action competence and build capacity to recognize the basic criteria and conditions for optimal reproductive health and reduce vulnerability to priority problems including HIV/AIDS, cervical cancer and STIs.	<ol style="list-style-type: none"> 1. Maintain appropriate care of genitals. 2. Demonstrate an awareness of actions that can lead to damage to the 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 peers and siblings requiring health care. 	<ol style="list-style-type: none"> 3. Managing Reproductive Health 	<ol style="list-style-type: none"> 1. HIV and AIDS 	<ul style="list-style-type: none"> • Virus Attack: Protecting Myself From Illness!
RS SSH4: Students will utilize knowledge and skills to access age-appropriate sources of health information, products, and services related to sexuality and sexual health.	<ol style="list-style-type: none"> 1. Identify family, school and community services as sources of information on health. 	<ol style="list-style-type: none"> 4. Access Sources of Health Information and Services 	<ol style="list-style-type: none"> 1. Health Information Sources 	<ul style="list-style-type: none"> • Where Can I 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: N/A

GRADE 3**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 personal hygiene
2. Demonstrate an awareness of the similarities and differences between boys and girls
3. Apply life skills to support appropriate responses to risky or uncomfortable situations

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:**Caring for My Body****Life Skills:**

Social: Communication

Cognitive: Decision making

Coping: Healthy Self-management

Values/Virtues:**Responsibility, 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"> • Examine the physical similarities and differences between boys and girls • Distinguish between proper and improper personal hygiene practices • Defend the need to take proper care of their personal hygiene 	<p>Similarities and Differences Between Boys and Girls Boys and girls are different in several ways. These differences include biological and physical characteristics:</p> <ul style="list-style-type: none"> » boys have a penis » girls have a vagina <p>Both boys and girls may like to play the same games, even participate in the same sports and have similar career goals.</p> <p>Proper Personal Hygiene Our body is a temple and should be cared for. Practising proper personal hygiene is one way to care for our body. Proper hygiene includes washing our hands with soap, especially before and after handling food and using the toilet;</p>	<p>Creative Arts</p> <p>Video/ Discussion/ Game</p>	<p>Students will work in groups to label the body parts of a boy and a girl. A discussion about the physical similarities and differences between boys and girls will follow.</p> <ol style="list-style-type: none"> 1. What are the correct names for my body parts? 2. Which body parts do boys have that girls do not (and vice versa)? 3. Which body parts do both boys and girls have? <p>Teacher will provide feedback and clarify where necessary.</p> <p>Students will view the video entitled "Caring for One's Body" https://www.youtube.com/watch?v=HqvZ0jXCeVg then work in groups to discuss short phrases or pictures relating to personal hygiene mounted on flashcards, to distinguish between proper and improper hygiene practices: Example of phrases: <i>I brush my teeth.</i></p>	<p>Discussion points reflect a clear and accurate understanding of the physical similarities and differences between boys and girls</p> <p>Students' responses reflect a clear and accurate understanding of how to distinguish between proper and improper personal hygiene practices</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> Demonstrate coping skills through actions that support proper personal hygiene practices 	<p>brushing our teeth after every meal; bathing at least once a day; using a deodorant to prevent unpleasant body odour.</p> <p>It is also very important to keep our genitals free from germs. Clean, dry underwear should always be worn. Genitals and other body parts are special and should always be cared for.</p> <p>Like other habits, good personal hygiene habits are learned and positive change can occur.</p> <p>Some good (personal) hygiene practices</p> <ul style="list-style-type: none"> » combing/brushing hair » keeping nails short and clean » making/spreading beds » wearing clean clothes » bathing every day » using clean rags » using the appropriate type of deodorant » brushing of teeth » using clean sheets » keeping a tidy house/school/ community <p>Need for proper hygiene</p> <ul style="list-style-type: none"> » Practising proper personal hygiene is one of the best ways to protect ourselves from many illnesses. » Good personal hygiene makes individuals more comfortable in their physical interactions 	<p>Discussion/ Creative expression</p>	<p><i>I don't need to wash my hair.</i> <i>I use deodorant.</i> <i>I don't spread my bed.</i> <i>I cut my fingernails.</i></p> <p>Groups will parade/display the phrases or pictures they think reflect good personal hygiene practices during an amended version of the ring game "Hokey Pokey"</p> <p><i>Proper Hygiene In</i> <i>Proper hygiene in (three times)</i> <i>And you shake it all about</i> <i>Do the proper hygiene dance and that's what it's all about!</i> <i>Proper hygiene!</i></p> <p>Teacher will provide feedback and clarify where necessary.</p> <p>Students in groups will write a dub poem, song or poem to defend the need to take care of their body, including their genitals. They will explain why it is important to keep their bodies clean.</p> <p>Teacher will use the following question to guide students' reflection:</p> <p>Why do I need to maintain good personal hygiene?</p> <p>Sample Nyabinghi (dub) beat to which dub poems can be performed: https://www.youtube.com/watch?v=ZuDG2vtmwFI</p> <p>Teacher will provide feedback and clarify where necessary.</p>	<p>Creative pieces reflect students' ability to effectively defend the need to care for their bodies as well as appropriate value/virtue such as cleanliness or care</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>It is also important that children learn the importance of genital hygiene to prevent their private areas from becoming infected with viruses or bacteria.</p> <p>The genital areas should be washed regularly. Clean underwear should always be worn as dead skin cells, sweat and other stains collect on the underclothes. Overnight, bacteria then work on these stains and can cause odours.</p> <p>Genital Hygiene for Boys</p> <p>Ensure the area beneath the foreskin is washed regularly, just like other parts of the body. Be aware of fungal infections like ringworm in the groin caused by wearing tight underwear in warm weather. These symptoms include redness, itching, blisters, etc.</p> <p>Genital Hygiene for Girls</p> <p>The vagina cleans itself and therefore only the external area needs to be washed. Inserting objects to clean the vagina can damage the skin and cause an infection. The vagina should be washed from front to back to prevent bacteria from the anus from coming into contact with the vagina.</p>	<p>Discussion/ Checklist/ Project:</p>	<p>Discussion Students will discuss what they need to do to maintain good personal hygiene.</p> <p>Checklist/ Project The class will generate a personal hygiene checklist. Each student will use the log to keep track of their personal care for a prescribed period. Checklist should include genital hygiene.</p> <p>Students should be encouraged to try new tasks they may have never done independently before <u>with assistance from their parents/guardians</u>, (they should receive support until they can perform the task effectively on their own) for example, cutting their nails, combing /brushing their hair, washing personal items, spreading/ making their beds).</p> <p>Teacher will notify parents of the activity and provide feedback and clarify where necessary.</p>	<p>Discussion points and checklist reflect efficient use of the first two steps of healthy self-management skill to support proper personal hygiene practices; checklist log reflects effective use of the third step in healthy self-management skill to choose the behaviours that will make them healthy along with appropriate value/ virtue such as self-respect or care</p>

GRADE 3**Theme: Sexuality and Sexual Health**

Module 1:

Differentiating Between Sex and Sexuality

Unit 2:

Protecting Myself

Learning Goals:

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

1. Demonstrate an awareness of risky situations
2. Appreciate the need for support in dealing with uncomfortable or risky situations
3. Utilize life skills in response to uncomfortable or risky situations

Core Values:

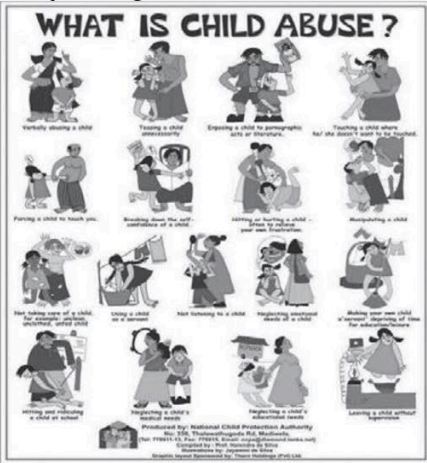
Spiritual insights and safeguards – 1. Vision of self and others 2. Sense of the sacred
3. Purpose of life and life-forms 4. Stewards of the environment

Topic 1:**My Body Belongs to Me****Life Skills:**

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

Values/Virtues:**Courage, Morals, Self-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"> • Differentiate between inappropriate and appropriate interactions • Relate how to identify and respond to sexual abuse • Agree to report inappropriate touching 	<p>Note to teacher: Before teaching this unit, it is important to let students know that you are aware that it may be difficult to talk about abuse but the lesson is designed to help them. Also, it is very important to make referrals where cases of abuses have been identified or suspected.</p> <p>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 physical abuse, emotional abuse, sexual abuse and neglect. Some</p>	Creative Arts/ Discussion	<p>Students will be given pictures of people interacting in different situations; they will place a check mark through the appropriate pictures and an X through the inappropriate pictures. Students will explain their responses. Teacher will facilitate discussion as students share their work. Teacher will provide feedback, clarify and make referrals where necessary.</p> <p>Guiding question:</p> <ul style="list-style-type: none"> ▪ Why are those interactions appropriate/inappropriate? ▪ How can inappropriate interactions affect me physically, emotionally or spiritually? 	Responses reflect students' ability to accurately differentiate between appropriate and inappropriate interactions

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> Demonstrate the ability to use social skills to respond appropriately in uncomfortable or unsafe situations 	<p>children are kicked, hit, choked, and burnt, while some are made to face other forms of extreme physical conditions. When children are abused verbally, very bad things are said to, or about them, that make them feel negative about themselves, hurting their self-esteem.</p> <p>Sexual abuse is when an adult or a peer touches a child in an inappropriate way. For full definitions see http://www.ocr.gov.jm/index.php/information-center/what-is-child-abuse.</p> <p>Unsafe situations Any situation or interaction with persons that hurt children physically or emotionally, or causes a child to feel uncomfortable is an unsafe and/or risky situation. This includes unintentional exposure to information that can lead to unhealthy behaviours.</p> <p>A bad touch is a touch that is uncomfortable, threatening, unwanted and/or unsafe. These touches hurt children's bodies and include situations where someone, especially someone who is older or bigger, touches their private part of the body.</p> <p>The breasts, bottom, penis and vagina are private parts and should not be touched unless children are being bathed, dressed, or helped when using the toilet, or being medically examined.</p> <p>Some people who try to hurt children are dressed nicely and they may be familiar to the child or family. They</p>	Video/Story/ Discussion	<p>Sample images</p>  <p>Image credits: National Child Protection Authority and Davidson Films</p> <p>Students will listen to and discuss issues arising from the teaching/learning tool entitled "The Tribe: Break the Silence."</p> <p>Guided Discussion: Students will be engaged in a discussion about child sexual abuse and how to respond and report incidents of sexual abuse.</p> <p>Reflective Questions:</p> <ol style="list-style-type: none"> How should I respond to threats of sexual abuse? How can I tell when I am at risk of being sexually abused? Can I identify a trusted adult? Why will I report to an adult if someone has touched me inappropriately? <p>Note to teacher: "The Tribe: Break the Silence" teaching tool is available at</p>	Students' responses reflect their ability to accurately relate how to identify and respond to sexual abuse; a willingness to report inappropriate touching and display of appropriate value/virtue such as morals or courage

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>may even be from the community, school, home or other places where it is expected that children should be well cared for.</p> <p>Taking nude or semi-nude pictures of children to be used in a sexualized manner is another example of an unsafe situation for children.</p> <p>What can I do to protect myself?</p> <p>There are two very important rules of safety:</p> <p>#1 -- Say "NO!" if someone tries to touch your private body parts</p> <p>#2 – Go and tell a safe adult if someone tries to touch your private body parts.</p> <p>Getting Help</p> <ul style="list-style-type: none"> » <u>Never keep abuse a secret.</u> » <u>Always tell!</u> » If you are not believed, go tell someone else! » It is important to be able to identify at least one trusted adult. A trusted adult is an adult who will take action to protect a child. <p>There are people to call if you are being abused.</p> <ul style="list-style-type: none"> » Child Protection and Family Services Agency (CPFSA) » The police » Guidance Counsellors » CISOCA 	Role play	<p><i>schools. It is important to view the training video before using the tool.</i></p> <p>"The Tribe: Break the Silence Training Video for KQ Comics": The Break the Silence Teaching Tool https://www.youtube.com/watch?v=F1yGbSaWi0c</p> <p>Teacher will make referrals, provide feedback and clarify where necessary.</p> <p>In groups, students will role-play appropriate responses to case scenarios depicting uncomfortable or unsafe situations:</p> <ol style="list-style-type: none"> i. An adult offers you candy and invites you to enter in their car. ii. An adult walks up to you at your school gate and tells you that your parents sent them to pick you up. iii. You and your friends are walking home from school and someone you know or don't know stops and offers you a ride home. iv. Your friend's older brother/sister invites you into their bedroom with them. v. An uncle asks you to kiss them on the lips or to touch them on their genitals. vi. You are in the restroom and someone tries to touch you. vii. Your coach, teacher, pastor or other adult you know asks you to undress in front of them. <p>Reflective Question: What should I do if I feel uncomfortable or unsafe in a situation?</p> <p>Teacher will make referrals, provide feedback and clarify where necessary.</p>	<p>Role plays reflect effective use of refusal skill, "No Go Tell" model in response to varied uncomfortable or risky situations along with appropriate value/virtue such as courage or self-respect</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

Module 2:
Unit 1:
Learning Goals:

Sociocultural Influences on Sexual Behaviour

Factors Influencing the Expression of Human Sexuality

1. Demonstrate an understanding of the ability of boys and girls to perform similar tasks
2. Relate factors that influence expressions of their individuality
3. Utilize life skills to respond appropriately to factors influencing human sexuality

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

Girls and Boys: Different Yet Similar

Social: Communication. Advocacy
Cognitive: Critical thinking
Coping: Self-awareness

Respect, Fairness, Equality

- 54 -

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>males and females; the differences are usually referred to as gender differences.</p> <p>Traditional Gender Expectations</p> <ul style="list-style-type: none"> » In most societies, males are expected to carry out tasks that require heavy lifting while females are expected to carry out activities that require less physical strain. » Traditionally, females are expected to care for the family and carry out most of the household chores, especially those that are inside the house, while males are expected to do mostly yard work. » Traditionally, males are also expected to work outside the home and take care of the financial needs of the family, while women are expected to remain at home. » Males are usually expected to enter professions that are male-dominated while females are expected to enter female-dominated professions, for example, a male is not expected to become a nurse and a female is not expected to become a contractor or a mason. <p>Inclusion</p> <p>Inclusion is about making sure that all persons are catered for despite their abilities or their gender.</p> <p>Sometimes children are told that they are not able to do some things because they are male or female,</p>		<p>group will raise one sign to indicate their answer after being asked "Who do you spy?"</p> <p><i>I spy...</i></p> <p><i>I spy a nurse. Who do you spy?</i></p> <p><i>I spy a contractor. Who do you spy?</i></p> <p><i>I spy a family member going to work to earn money for the family. Who do you spy?</i></p> <p><i>I spy someone moving a heavy stone. Who do you spy?</i></p> <p><i>I spy someone combing a girl's hair. Who do you spy?</i></p> <p><i>I spy someone cutting a boy's hair. Who do you spy?</i></p> <p><i>I spy someone at home taking care of grandma. Who do you spy?</i></p> <p><i>I spy a mechanic. Who do you spy?</i></p> <p><i>I spy someone fixing things around the home. Who do you spy?</i></p> <p><i>I spy a hairdresser. Who do you spy?</i></p> <p><i>I spy someone taking the trash out. Who do you spy?</i></p> <p><i>I spy someone washing the dishes. Who do you spy?</i></p> <p><i>I spy someone taking care of the baby. Who do you spy?</i></p> <p>Students will discuss how they feel and what they think about boys and girls performing similar tasks and careers.</p> <p>Reflective Questions:</p> <ol style="list-style-type: none"> 1. How do I feel about what males are expected to do? 2. How do I feel about what females are expected to do? 3. Why do I feel the way I do? 4. How do I feel about boys and girls being able to participate in the same sports/ activities? 5. How do I feel about boys and girls choosing 	<p>way they do, along with appropriate value/virtue such as equality</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>even though they may have the ability to excel at the task or may have a strong interest. For example, a female may want to become a firefighter or may wish to join the cricket or football team but she is barred from joining the team because most girls do not participate in those sports. A male student may wish to become a nurse or to join the dance group but he is barred because most boys do not participate in those areas.</p> <p>It is important to take extra care in making provisions for individual children to be able to follow their passions or use their talents despite traditional gender expectations.</p>	Speech	<p>the same career when they grow up?</p> <p>Teacher will provide feedback make referrals and clarify where necessary.</p> <p>Note to teacher: it is important to emphasize that despite traditional views on what boys and girls should do regarding chores, they should always help whenever they can and need to. For example, a girl can take the trash out and daddy can change the baby or prepare dinner. Also, students can enter professions that they like, or have an interest in, even when they are dominated by the opposite gender.</p> <p>Students will prepare a speech to advocate for a boy or girl who wants to participate in a profession, sport or extracurricular activity that is usually dominated by the opposite gender at school. Students will perform their speech in class or can record and submit the videos to the teacher.</p>	<p>Speeches reflect proficient use of effective communication skill: being an effective speaker, along with appropriate value/ virtue such as fairness, to encourage support for equal opportunities for both boys and girls</p>

GRADE 3**Theme: Sexuality and Sexual Health****Topic 2: What Influences Me?****Life Skill:**

Social: Communication

Cognitive: Critical thinking, Decision making, Problem solving

Coping: Self-awareness, Healthy Self-management

Values/Virtues:**Courage, 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"> Relate the different ways by which persons can be influenced Acknowledge factors that have influenced their choices Express ways in which they have been negatively influenced Demonstrate the ability to use social or cognitive skills to reject negative influences 	<p>What does it mean to be influenced? What we choose to do and the way we choose to act/behave is based on what we see and hear happening around us. One can be influenced positively or negatively.</p> <p>Our experiences are shaped by the media, family, peers, religion, culture and technology and community.</p> <p>Some programmes/materials are not suitable for children. The use of certain types of language may promote fear, violence, law-breaking, as well as other risky behaviours. These ideas are sometimes different from what we are taught.</p> <p>Some children spend many hours watching TV and playing video games on tablets/computers and as such are more likely to be influenced by the images/messages conveyed.</p> <p>These messages can either influence the audience positively or negatively. Positive messages are received from programmes that are age and developmentally</p>	<p>Game/ Discussion</p> <p>Game</p>	<p>Students will work in three groups to participate in an amended version of the game "Monkey See Monkey Do". Group A will "do what they see," Group B will "say what they hear" and Group C will "do what they hear."</p> <p>There will be three rounds of the game. During each round, the inactive groups will observe the activities of the active groups. Round 1: Group A - the leader will repeat "do what you see me do, I am influencing you" (<i>NB the leader should perform several actions while repeating the statement and students should imitate what they see</i>). The process will be repeated with Group B "repeating what they hear" and Group C "doing what they hear."</p> <p>Students will then share their understanding of the word "influence" and the different ways by which persons can be influenced</p> <p>Students will play a game called 'Who/What Influences Me?' They will listen to each question and stand when the teacher calls the name of the factor (e.g. media, family, peers, religion or culture) that influences them in that area.</p> <p>Guiding questions: Who/What influences.... » the music I like? » the clothes I wear? » the food I eat?</p>	<p>Discussion points reflect a clear and accurate understanding of the ways in which persons can be influenced</p> <p>Students' responses reflect self-awareness by their ability to identify who/what influences their choices</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>appropriate. It is important that children only view programmes designed with them in mind.</p> <p>Sometimes peers and older people including family members and friends of the family may try to influence children to do things that are either right or wrong. It is therefore important to know the difference and protect yourself from negative influences.</p> <p>How to resist negative influence We can resist negative influences by avoiding situations and people who influence us negatively. We can also resist negative influences by finding positive things to do. The best way for children to avoid negative influences is to talk to a trusted adult about the challenges they are facing.</p>	<p>Journaling</p> <p>Role play</p>	<p>» the games I play? » the shows I watch? » the way I behave?</p> <p>Reflective Question:</p> <ul style="list-style-type: none"> Who or what causes me to behave the way I do? Who/What influences me in a positive/negative way? <p>Students will draw pictures in their journals to illustrate experiences in which they were negatively influenced. They will write (i) how they feel about the situation (ii) being influenced negatively and (iii) what they think they should/could have done to not have been negatively influenced.</p> <p>Teacher will provide feedback where necessary as a discussion is facilitated.</p> <p>Students will work in groups to discuss and role-play appropriate responses to the case scenario below. Teacher will provide feedback and clarify where necessary.</p> <p><i>Robin lives with his mother, father, big sister and big cousin. Every day the children walk to school together but one day, the older children try to convince Robin to skip school and follow them to the football match. Instead, Robin tries to convince them to go to school.</i></p> <p>In groups, students will discuss the following :</p> <ol style="list-style-type: none"> Should Robin go with them? Why? Why not? What would you do if you were Robin? Should the children listen to Robin? Why/Why not? 	<p>Journal entries reflect students' ability to express ways in which they have been influenced, self-awareness in identifying their feelings about these experiences and appropriate value/virtue such as wisdom</p> <p>Role plays reflect students' ability to effectively use problem solving, refusal or decision making skill, along with appropriate value/virtue such as reason or courage to reject negative influences</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: N/A

GRADE 3

Theme: Sexuality and Sexual Health

Module 3:

Managing Reproductive Health

Unit 2:

HIV and AIDS

Learning Goals:

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

1. Demonstrate knowledge of blood-borne viruses
2. Appreciate the importance of protecting their health
3. Use life skills to support family and friends in need of healthcare

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:

Virus Attack: Protecting Myself From Illness!

Life Skills:

Social: Empathy

Cognitive: Decision making, Problem solving

Coping: Healthy Self-management

Values/Virtues:

Caution, Cleanliness, Care, Compassion

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
By the end of the topic students should be able to:	Some viruses are spread more easily than others. Viruses like the Influenza virus are spread through respiratory droplets when a person coughs or sneezes. It can also be spread on inanimate objects like doorknobs if the fluids are left on the surface.	Resource Person/ Discussion	Students will listen to a presentation by a resource person, such as a doctor, nurse or science teacher, about different viruses and their prevention measures. Students will record the answers to the following questions: Guiding questions » What are blood-borne viruses? » How are blood-borne viruses spread differently than other viruses? » How can the spread of blood-borne and other viruses be prevented?	Discussion points reflect a clear and accurate understanding of how to prevent the spread of blood-borne viruses
<ul style="list-style-type: none"> Explain how to prevent the spread of blood-borne and other viruses Express the importance of practising good respiratory and hand hygiene to protect their bodies from disease Respond appropriately to incidents involving possible 	Blood-borne viruses however live in blood and other specific body fluids. Blood-borne viruses like Hepatitis and HIV, are spread when infected body fluid or blood passes from one person to the bloodstream of another.	Visual Arts	Resource person and teacher will facilitate a discussion and clarify where necessary. Students will create a poster or a pamphlet to express the importance of protecting their bodies from diseases by practising good respiratory and hand hygiene. They will include	Visual art products are creative, display appropriate value/virtue such as

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<p>exposure to blood</p> <ul style="list-style-type: none"> Demonstrate social skills to show support for peers who are ill 	<p>body fluid of a person.</p> <p>It is important to note that these kinds of viruses are not passed in body fluids such as saliva, sweat, tears, urine or faeces, nor from mosquito bites, clothes, phone receivers, toilet seats or other surfaces/objects.</p> <p>They are not passed by eating together, shaking hands or sharing food with another person.</p> <p>Many viruses can cause diseases in our body which will make us very sick. It is therefore very important to protect our bodies from infection by these viruses.</p> <p>Protecting Myself from Viruses</p> <ul style="list-style-type: none"> ▶ Wash hands frequently and thoroughly with soap or use hand sanitiser with at least 60% alcohol. It is best to wash hands for at least twenty (20) seconds to get rid of all viruses and bacteria. The top and bottom of hands, as well as between the fingers and under the fingernails must always be washed. ▶ Wear a mask if you are ill to prevent the spread of respiratory droplets or cough/ sneeze into a tissue paper or your elbow if not wearing a mask ▶ Clean frequently touched surfaces with disinfectants. <p>How should I clean up blood if</p>	<p>Simulation</p> <p>Role Play</p>	<p>tips to prevent the spread of viruses and mount the posters and flyers in the HFLE Corner at school and in the classroom.</p> <p>Reflective Question:</p> <p>Why is it important to protect my body from disease?</p> <p>Teacher will provide feedback and clarify where necessary.</p> <p>Students will simulate their response to the following situations involving possible exposure to blood:</p> <p><i>You are playing at break time with Judy and she gets a cut. What would you do?</i></p> <p><i>Marcus is sitting beside you and suddenly his nose starts bleeding. What would you do?</i></p> <p>Teacher will provide feedback and clarify where necessary.</p> <p>Students will be guided in a discussion about what they should do if someone they know is ill. Students will role-play what they would do in the following case scenarios in which a peer has fallen ill:</p> <p><i>You are walking in the school yard with Jumoke who complains of a stomach ache.</i></p> <p><i>Marcila fainted at break time.</i></p> <p><i>Your friend has not been to school for a long time because of illness.</i></p>	<p>cleanliness and reflect accurate and valid reasons why practising good hand and respiratory hygiene is important to protect their bodies from disease</p> <p>Simulations reflect proficiency in using problem solving skill in response to incidents involving possible exposure to blood along with appropriate value/ virtue such as caution</p> <p>Role plays reflect effective use of empathy skill, along with appropriate value/virtue such as care or compassion, to show support to peers who are ill</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>there is an accident?</p> <p>We must always be careful when we come into contact with blood. Children should report accidents to an adult right away, as there are certain precautions that one must take when dealing with blood:</p> <ul style="list-style-type: none"> i. Gloves must always be worn! ii. The area must be cleaned with disinfectant and bleach used to clean any surface where they may be blood. Used cloth/paper towel must be placed in a newgarbage bag immediately afterbeing used. iii. Gloves should be removed and placed in a garbage bag; the bag should be tied and disposed of properly. <p>Hands should be washed thoroughly with soap!</p> <p>Showing compassion for those who are ill It is important to show care and compassion for those who are ill:</p> <ul style="list-style-type: none"> » Ask how they are feeling » Treat persons who are ill with care and compassion. Do not scorn them or treat them badly. » Get the attention of an adult for someone who has fallen ill » Call an emergency number if the person who is ill needs urgent medical care. 			

THEME: SEXUALITY AND SEXUAL HEALTH

MODULE 4: ACCESS SOURCES OF HEALTH INFORMATION AND SERVICES

Develop action competence to reduce vulnerability to priority problems, including HIV and AIDS, cervical cancer and STIs.

About the Module

Display knowledge and behaviour which will render students less vulnerable to contracting and spreading HIV and AIDS, cervical cancer and STIs). Addressing issues related to the physical and emotional aspects of HIV and AIDS, stigma of living with HIV and AIDS and discrimination against people living with HIV and AIDS is critical. Importantly, students are encouraged to examine a range of options for reducing vulnerability to these problems such as abstinence, a drug-free lifestyle and so on.

Key Skills

- Coping Skills (healthy self-management, self-monitoring)
- Social Skills (communication, assertiveness, refusal, negotiation, empathy)
- 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 3**Theme: Sexuality and Sexual Health**

Module 4: Access Sources of Health Information & Services

Unit 1: Health Information Sources

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

1. Know where to get accurate health information
2. Appreciate the importance of obtaining health information
3. Respond appropriately to get medical attention

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 Can I Get Help?**

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

Values/Virtues: **Responsibility, Care, 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"> • Catalogue local health information sources • Initiate actions to support obtaining medical help or health information • Demonstrate social skills to promote getting medical attention or health information 	<p>Credible Health Information Sources</p> <p>Credible health information can be obtained from:</p> <p>The Ministry of Health through their website https://www.moh.gov.jm/ The Regional Health Authorities through their websites and offices Jamaica AIDS Support for Life Jamaica Cancer Society The Diabetes Association of Jamaica Western Regional Health Authority http://www.wrha.gov.jm/ Northeast Regional Health Authority http://nerha.gov.jm/ South East Regional Health Authority http://www.serha.gov.jm/ Southern Regional Health Authority https://www.srha.gov.jm/</p> <ul style="list-style-type: none"> • Clinics/Hospitals/Health Centres • On the television, radio, Internet 	<p>Project</p> <p>Simulation</p>	<p>Students will research and compile local, public and private health facilities in their community to make a directory entitled “My Health Directory.” The directory should include information sources specific to different health-related matters such as, caring for the skin, eyes, heart, reproductive health and managing different illnesses such as cancer, HIV/AIDS and other illness. Students should also include their personal health care providers.</p> <p>Students will share their directory with group members to create a booklet and which should be made available at the school or class library. Students will work in groups to simulate where to get medical help, appropriate health information or how to respond to different medical emergencies for example: <i>I am at school and my friend fell and cut himself, what should I do?</i></p>	<p>Catalogue reflects a clear and accurate understanding of where to get health information</p> <p>Simulations reflect the ability to appropriately initiate actions to support obtaining medical help or health information along with appropriate value/virtue such as responsibility</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>(verified and credible internet sources)</p> <ul style="list-style-type: none"> Magazines, newspapers and brochures <p>Resource Persons as Information Sources</p> <p>There are people we can trust to help with information about health and where to seek it.</p> <ul style="list-style-type: none"> School: Teacher/Principal Guidance Counsellor Community: Police / Pastor Home: Parents / Guardian / Grandparents Medical Personnel <p>Children need to be able to articulate appropriate questions to different professionals and be able to answer questions from a health professional such as:</p> <ul style="list-style-type: none"> How do I report a case of sexual abuse? If a friend is being ill-treated by his mother what can I do? If I am not feeling well, what do I do? How is my body feeling? <p>It is important for students to be able to identify and relate to healthcare professionals and other resource persons.</p> <p>All incidents of neglect or child abuse must be reported to the Child Protection and Family Services Agency (CPFSA)</p>	Creative expression	<p><i>My teeth hurt badly; what should I do?</i></p> <p><i>I can't see very well when I try to read, where can I get help?</i></p> <p>Reflective Question:</p> <p>Why do I need to know where to go if I am not well?</p> <p>Teacher will provide feedback and clarify where necessary</p> <p>Students will create a short message to promote getting medical information to prevent or manage illness and to get help when unwell. Messages may take the form of a poem, poster or dub poem.</p> <p>Teacher will provide feedback and clarify where necessary.</p>	<p>Creative pieces reflect students' ability to proficiently use the steps in advocacy skill to promote getting medical attention or health information along with appropriate value/virtue such as care</p>

APPROPRIATE EATING & FITNESS

APPROPRIATE EATING AND FITNESS – GRADE 3 – 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.	<ol style="list-style-type: none"> Promote selection of healthy foods among family and peers. Maintain safe hygiene and food handling practices. Initially analyse the location of food on the nutrients pyramid. Place food in categories according to (animal or plant) source or manufactured. 	1. Making Healthy Choices	1. Healthy Food Habits	<ul style="list-style-type: none"> Healthy Eating No Junk. Go Healthy! My Food Sources Food Hygiene
RS AEF2: Demonstrate an understanding of fitness and its relationship to good health and quality of living.	<ol style="list-style-type: none"> Perform gross locomotor and fine locomotor movements to improve health and wellness. Display safe behaviours during physical activity. 	2. Good Health and Quality Living	1. Physical activity and Its Relation to Good Health	<ul style="list-style-type: none"> Do the Locomotion Safely!
RS AEF3: Analyse the influence of socio-cultural and economic factors, as well as personal beliefs and choices related to appropriate eating and fitness.	<ol style="list-style-type: none"> Apply basic eating and fitness rules (safety, space awareness) to maintain optimum health. Demonstrate an awareness of cultural/ social factors that influence eating and physical activity in individual families. 	3. Factors Influencing Eating & Fitness	1. What Influences My Eating and Fitness	<ul style="list-style-type: none"> What Helps Me Decide How I Eat and Play?
RS AEF4: Develop knowledge and skills to access age-appropriate sources of information, products and services related to appropriate eating and fitness.	<ol style="list-style-type: none"> Access relevant information on eating and fitness. 	4. Sourcing Information	1. Eating and Fitness Information Sources	<ul style="list-style-type: none"> Finding More 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 3**Theme: Appropriate Eating and Fitness**

Module 1:

Making Healthy Choices

Unit 1:

Healthy Food Habits

Learning Goals:

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

1. Understand that eating healthy will reduce risk factors associated with chronic diseases
2. Value the importance of maintaining safe hygiene and food handling practices
3. Apply social skills in promoting the selection of healthy foods for self, family and peers

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 Eating****Life Skills:**







Social: Advocacy

Cognitive: Decision making, Problem solving

Coping: Healthy Self-management

Values/Virtues:**Appreciation, Moderation, Self-Discipline**

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"> • Classify food based on the nutrients they contain • Distinguish between healthy and unhealthy foods • Encourage their peers to eat healthier foods • Advocate for healthier meal options at home and school 	<p>Good nutrition is an important aspect of living a healthy lifestyle. To eat healthily, we need to eat from all the food groups in the right amounts.</p> <p>Children need to eat from at least three food groups with each meal to ensure that they are getting enough nutrients to remain healthy.</p> <p>Benefits of eating from each food group</p> <ul style="list-style-type: none"> » Staples provide us with carbohydrates. Carbohydrates give us energy to play and work! » Food from animals gives us protein. Protein helps us to grow and repair our bodies (grow foods)! » Legumes and nuts give us protein and carbohydrates (go 	ICT/ Matching Game	<p>Students will be guided through the viewing of the video entitled “Six Caribbean Food Groups” https://www.youtube.com/watch?v=vcum9A3KAJc. They will then sing along as they dance and watch the video ‘Nutrient Song for Kids’ https://www.youtube.com/watch?v=6ZrNQ3y_q4M.</p> <p>Students will then work in groups to play the game “Match Me”, in which they will place names/pictures of foods under the correct food group heading and match them to the nutrient (s) they contain. Each group will report their results and explain the importance of nutrients to the body.</p> <p>Teacher will use the following question to guide students in the activity:</p> <ol style="list-style-type: none"> 1. What nutrients do I get from each foodgroup? 2. Why is it important to eat from all food groups? 	Reports reflect a clear and accurate understanding of the nutrients found in each food group

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria																		
	<p>foods). Which means they help us to grow and have plenty of energy!</p> <p>» Fruits give us vitamins and minerals which help us to look and feel good. They help us to fight and prevent illnesses!</p> <p>» Vegetables also give us vitamins and minerals! (Fruits and Vegetables are glow foods).</p> <p>» Fats and oils give us fat. Fat (oradipose tissue) helps the body to store energy and insulate or protect important organs such as our heart, lungs, kidneys, liver and others! Energy is stored as fat and helps us to move about (go foods).</p> <p>Nutrients in foods help the body to function.</p> <p>The major nutrients can also be grouped by the different food groups.</p> <table><tr><th>Food Groups</th><th>Major Nutrients</th></tr><tr><td>○ Staples</td><td>○ Carbohydrate</td></tr><tr><td>○ Foodfrom Animals</td><td>○ Protein</td></tr><tr><td>○ Legumes ad Nuts</td><td>○ Protein and ○ Carbohydrate</td></tr><tr><td>○ Fruits</td><td>○ Vitamins ad Minerals</td></tr><tr><td>○ Vegetables</td><td>○ Vitamins ad Minerals</td></tr></table>	Food Groups	Major Nutrients	○ Staples	○ Carbohydrate	○ Foodfrom Animals	○ Protein	○ Legumes ad Nuts	○ Protein and ○ Carbohydrate	○ Fruits	○ Vitamins ad Minerals	○ Vegetables	○ Vitamins ad Minerals	<p>Discussion/ ICT/ Worksheet</p> <p>Visual Arts</p>	<p>Teacher will provide feedback and clarify where necessary.</p> <p>Students will discuss in their groups what they think makes food unhealthy to eat. They will then complete a healthy and unhealthy foods worksheet. Each group will be given pictures of healthy and unhealthy foods to place in the correct column.</p> <p><i>Sample worksheet below:</i></p> <table><tr><th>HEALTHY?</th><th>UNHEALTHY?</th></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table> <p>OR</p> <p>Instead of the worksheet, students can view the video entitled “Healthy Unhealthy Food Quiz” https://www.youtube.com/watch?v=GnfTHsdTodA and answer the questions in the video.</p> <p>Teacher will provide feedback and clarify where necessary.</p> <p>Students, in groups, will make a chart or poster promoting healthy foods to convince their friends to eat more healthy meals and snacks. Students will set up a display at school, and share the information at their grade or general devotion, at Sunday or Sabbath School, or any other faith-based setting of their choice, and in the healthy lifestyle club.</p> <p>Teacher will provide feedback as necessary.</p>	HEALTHY?	UNHEALTHY?					<p>Students’ responses indicate their ability to accurately differentiate between healthy and unhealthy foods</p> <p>Charts and posters show creativity, provide accurate information on healthy foods and display appropriate value/ virtue such as moderation or self-discipline</p>
Food Groups	Major Nutrients																					
○ Staples	○ Carbohydrate																					
○ Foodfrom Animals	○ Protein																					
○ Legumes ad Nuts	○ Protein and ○ Carbohydrate																					
○ Fruits	○ Vitamins ad Minerals																					
○ Vegetables	○ Vitamins ad Minerals																					
HEALTHY?	UNHEALTHY?																					
																						

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria														
	<table><tr><td>Fats and Oils</td><td>Fat</td></tr></table> <p>If our bodies do not get enough of the nutrients we need, this can weaken our bodies and cause various health problems such as digestion problems, dental problems, brittle bones and other issues.</p> <p>Lack of nutrients can also cause people to feel tired and moody.</p>	Fats and Oils	Fat	Project/ Letter writing	<p>Students will act as food wardens for a week. They will monitor the foods being served at home and school and they will advocate for healthy food choices.</p> <p>Food wardens will draw or write down the foods they have eaten and indicate if they are healthy or unhealthy. The class will write a letter to the principal highlighting the importance of healthy food options as well as their findings on foods being served at school.</p> <p>Students will also write to their parents about the meals they eat at home. They will make recommendations or commendations based on their findings.</p> <table><tr><th>Day</th><th>Food</th><th>Healthy</th><th>Unhealthy</th></tr><tr><td>Monday</td><td>Lettuce</td><td></td><td></td></tr><tr><td>Tuesday</td><td>Boiled yam with callaloo and-scram-bled eggs</td><td></td><td></td></tr></table> <p>Reflective question:</p> <ol style="list-style-type: none">1. What can I do to eat healthier meals?2. How do you feel about eating unhealthy meals/snacks?	Day	Food	Healthy	Unhealthy	Monday	Lettuce			Tuesday	Boiled yam with callaloo and-scram-bled eggs			Letters reflect proficient use of advocacy skill, along with appropriate value/ virtue such as. responsibility, to show support for healthier meal options
Fats and Oils	Fat																	
Day	Food	Healthy	Unhealthy															
Monday	Lettuce																	
Tuesday	Boiled yam with callaloo and-scram-bled eggs																	

GRADE 3**Theme: Appropriate Eating and Fitness****Topic 2:****No Junk. Go Healthy!****Life Skills:**




Social: Advocacy

Cognitive: Decision making

Coping: Healthy Self-management

Values/Virtue:**Moderation, Self-restraint, Self-discipline**

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"> Compare the amount of fats, sugars and salt in food products Practise selecting healthy snacks Demonstrate the ability to use cognitive or coping skills to make healthy food choices 	<p>Eating too many foods rich in salt and sugar can lead to certain diseases.</p> <p>Though there are nutrients in all foods, some foods are unhealthy to eat because they contain too much fat, sugar and calories. This is why it is important to eat foods from all food groups but in the right quantities.</p> <p>Healthy foods are low in fat and sugar, but high in fibre and water.</p> <ul style="list-style-type: none"> » Snack describes any item that is eaten between major meals. This includes processed and unprocessed foods/pre-packaged and unpackaged foods. » Snacks can either be healthy or unhealthy. Healthy snacks give the body energy and nutrients. » Examples of healthy snacks are fruits, vegetables, popcorn and nuts (foods low in salt, fat and sugar). » Unhealthy snacks have little or no nutritional value. These foods are described as having empty calories. They have calories but do not provide us with the nutrients we need to 	<p>Stimulus Activity</p> <p>Simulation/ Journaling</p>	<p>Students will be asked to take the nutritional labels of some of their favourite snacks to school. Using the food labels, they will identify and record the amount of sugar, fat and sodium (salt) found in each product. They will share which product(s) they think is the healthiest to eat based on their findings. Teacher will clarify where necessary. Students will watch the video and sing along to the 'Healthy Food vs Junk Food Song': https://www.youtube.com/watch?v=fE8lezHs19s.</p> <p>Students will work in groups to purchase healthy snacks from a mock shop with a menu of healthy and unhealthy snack options. Each group will state the consequences of eating each snack being considered for purchase and choose the healthier snack option.</p> <p>Teacher will use the following question to guide students:</p> <ol style="list-style-type: none"> To which food group does the snack belong? Does the snack contain too much fat, sugar or salt? <p>Teacher will provide feedback and clarify where necessary.</p> <p>Students will then answer the following reflective question in their journal:</p> <ol style="list-style-type: none"> How do I feel about eating healthy foods 	<p>Students' responses reflect their ability to accurately compare the amount of the required nutrients in each product</p> <p>Simulation reflects students' ability to effectively use healthy self-management skill to select healthy snacks along with appropriate value/virtue such as self-restraint</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria												
	<p>grow healthily. Foods with empty calories are also called “junk food.”</p> <p>» Examples of some foods with empty calories are carbonated beverages (soda), sugary snacks, sweets, cheese flavoured snacks and French fries.</p> <p>Healthy meal options</p> <p>It is important to choose healthy snacks to maintain good health. Healthy snacks are all around us. We can choose to:</p> <p>» Eat fresh fruit</p> <p>» Drink water instead of sugary drinks</p> <p>» Choose baked or boiled foods instead of fried</p> <p>» Choose food fried with healthier oil (vegetable or coconut oil instead of animal-based oil)</p>	Checklist/ Discussion	<p>instead of unhealthy/junk food?</p> <p>2. Why is it important for me to eat healthy foods instead of junk foods?</p> <p>Students will work in pairs to monitor what foods their partner selects for snacking and for lunch over one week. They will record what snacks their partner chooses to eat during lunch or break time in a table.</p> <p>Each pair will report their findings by highlighting the snacks eaten at break and lunchtime (for one day); they will ultimately state if their peer made a healthy choice. The student who made the unhealthy choice will then identify a healthier option to eat next time. The students will then continue to monitor and support each</p> <table><tr><th>Day</th><th>Snack</th><th>Healthy</th><th>Un-healthy</th></tr><tr><td>Monday</td><td>Apple</td><td></td><td></td></tr><tr><td>Tuesday</td><td></td><td></td><td></td></tr></table> <p>Teacher will use the following to guide students:</p> <ul style="list-style-type: none">• Name one snack your partner chose to eat at break or lunchtime.• What are the consequences of eating that snack?• Was that snack healthy or unhealthy?• Which healthy snack can your partner eat the next time around?	Day	Snack	Healthy	Un-healthy	Monday	Apple			Tuesday				Completed checklists and reports reflect proficient use of healthy self-management skill or decision making skill along with appropriate value/ virtue such as self-restraint to make healthy food choices
Day	Snack	Healthy	Un-healthy													
Monday	Apple															
Tuesday																

GRADE 3**Theme: Appropriate Eating and Fitness****Topic 3:****My Food Sources****Life Skills:**

Social: Advocacy

Cognitive: Decision making

Coping: Healthy Self-management

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

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"> Recognize foods that are processed Explain why processed foods are not as healthy as whole foods Take steps to grow their own food and eat what they grow Demonstrate healthy self-management skill by reducing the amount of processed foods they eat 	<p>Whole Foods Whole foods are those foods that are close to the state in which they occur in nature. They do not have added sugars, preservatives or flavourings and are usually not produced in a factory. These include food fresh from the farm such as fruits and vegetables, nuts, beans, and meats. Whole foods are easily recognizable.</p> <p>Processed Foods Food processing is the act of using chemical and mechanical procedures to change or preserve food. Food processing may involve techniques such as cooking, broiling, mincing, liquefaction etc. After food is processed it is preserved by pickling and pasteurization (and other techniques). After being preserved or processed, the food is stored by canning or other packaging. Some commonly processed foods are cereal, sardine, mackerel, salmon, corned beef, tuna, corn, peas, beans and wheat.</p> <p>Foods that are processed in a very small way are healthier to eat than foods that are highly processed like</p>	<p>ICT/Game</p> <p>Resource Person/ Project</p>	<p>Students will view the video entitled "Lesson 1: Whole Food vs Processed Food" https://www.youtube.com/watch?v=PSBGZqx-Phs. In groups, they will play the game, "Name That Food." The game requires the teacher or a group leader to reveal a photograph of a food item which students will categorize under headings: Whole Food or Processed Food. Groups will report their responses and explain why processed foods are not as healthy as whole foods.</p> <p>Teacher will clarify where necessary.</p> <p>Students will listen to a presentation from an Extension (Field) Officer from the Rural Agricultural Development Authority (RADA) or a farmer on how to grow fruits and vegetables and the benefits of growing your own food to ensure more persons have healthy food to eat.</p> <p>Using the information from the presentation and the video entitled "Growing Plants and Vegetables...Planting Seeds of Change" https://www.youtube.com/watch?v=l8-WsvzDY8, students will work in groups to create and maintain a container garden at school while other groups will create their own garden at home. They will cultivate cash crops such as callaloo, strawberries, pak choy, peppers, sorrel or other foods suited for container gardening.</p>	<p>Students' responses indicate a clear and accurate understanding of processed foods and why they are less healthy than whole foods</p> <p>Presentation reflects students' commitment to grow their own food and eat what they grow and a display of appropriate value/virtue such as care</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria																																				
	<p>tin food. It is important to eat only small amounts of processed food as too much is unhealthy for the body.</p> <p>Food Security: Healthy food choices can be affected by access to safe, nutritious food. We can ensure that we have enough food to eat by conserving - not wasting - food as well as growing our own food.</p> <p>Container Gardening We do not need to have access to large land space to grow our own food. Container or pot gardening practices help us to grow our food completely in containers such as a box, tub, pot, basket, tin, barrel, large polyvinyl chloride (PVC) pipe, hanging basket or even a tyre.</p> <p>A container garden can be maintained at school, home, church or even at the community centre. Even those who live in an apartment building can maintain a container garden. One simply needsto research the types of crops that will thrive in a container and the typeof container that is best suited.</p>	<p>Checklist/ Self- monitoring</p> <p>Note to Teacher <i>Exercise sensitivity to students who are unable to adhere to this activity due to financial constraints.</i></p>	<p>Students will document the progress of their garden by taking pictures and journaling. They will provide their home, school and community with crops they have grown. They will report on the progress and success/results of their project, including how it felt to grow what they eat and help the community by providing nutritious foods.</p> <p>Students will create a daily log with a list of different processed foods to monitor the types of processed food they eat each week and how often. Each day, they will tick the type of processed food eaten for breakfast, lunch and dinner. With the help of their parents, students will monitor themselves for a month as they make an effort to reduce their intake of</p> <table><tr><th>Type of processed food</th><th>Mon</th><th>Tues</th><th>Wed</th><th>Thurs</th><th>Fri</th></tr><tr><td>corned beef</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>mack-erel</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>tuna</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>cereal</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>bacon</td><td></td><td></td><td></td><td></td><td></td></tr></table> <p>Reflective questions:</p> <ol style="list-style-type: none">How do I feel about the foods I eat?What can I do to eat less processed foods?	Type of processed food	Mon	Tues	Wed	Thurs	Fri	corned beef						mack-erel						tuna						cereal						bacon						<p>Food logs reflect effective use of healthy self-management skill and appropriate value/virtue such as moderation or self-discipline</p>
Type of processed food	Mon	Tues	Wed	Thurs	Fri																																			
corned beef																																								
mack-erel																																								
tuna																																								
cereal																																								
bacon																																								

Theme: Appropriate Eating and Fitness

Food Hygiene

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

Values/Virtue: Commitment, Responsibility, Discipline, 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 how to keep food safe Initiate actions that promote food safety at school Demonstrate healthy self-management skill by washing hands properly to prevent contamination of food 	<p>What is food hygiene Food hygiene describes the conditions, steps or actions needed to keep food safe for eating.</p> <p>Food safety Food that is handled, stored and prepared in an unsafe or improper way can make people sick. Illness is caused by food contaminated by harmful bacteria. Unsafe foods can even cause death. We need to handle food safely to prevent them from multiplying.</p> <p>Ways to Keep Food Safe</p> <ul style="list-style-type: none"> » Keep food area clean. » Wash hands before handling foods. » Wash fruits and vegetables before use. » Do not touch other students' food. » Separate raw foods from ready-to-eat foods. » Food should not be left at room temperature for more than two hours. » Cover food properly from insects. 	<p>ICT/Game/ Discussion</p> <p>Observation</p>	<p>Students will listen to a presentation on food hygiene, or watch the video entitled "Food Hygiene" https://www.youtube.com/watch?v=pLJ703rOTq4. Students will discuss as a whole group, how to keep food safe through engagement in the "Musical Cup Game": students will form a circle and pass a cup around while music is being played: https://www.youtube.com/watch?v=4Xbl6AAVJlg each time the music is stopped, the student holding the cup will explain how to keep food safe. Teacher will use the following question to guide students:</p> <p>How can food be kept safe?</p> <p>Teacher will provide feedback and clarify where necessary.</p> <p>Students will act as food safety wardens and will work in groups to observe the following at school, home and church:</p> <ul style="list-style-type: none"> Is the food area clean? Are foods covered properly from insects? Are Grade 3 students practising proper hand washing and at the right time? What can be done to keep hands clean in the absence of water and soap? 	<p>Discussion points and responses reflect students' ability to accurately explain how to keep food safe</p> <p>Reports reflect display of appropriate value/virtue such as cleanliness</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Importance of washing hands</p> <ul style="list-style-type: none"> » Gets rid of germs. » Helps prevent the spread of germs and outbreaks. » Keeps you healthy and safe. » Prevent food-borne illnesses. <p>When to wash hands?</p> <ul style="list-style-type: none"> » Before and after eating. » Before and after using the bathroom/ toilets. » After playing outdoors. » After coughing, sneezing and blowing your nose. » Before, during and after cooking. » After playing with pets. <p>How to wash hands?</p> <ul style="list-style-type: none"> » Use soap and running water. » Ensure to turn the tap on and off with a tissue or disposable towel. » Keep fingers pointing down. » Rub/scrub hands for 20 seconds. » Wash all surfaces: the back of hands, tip of fingers, under nails, wrists, thumbs, between fingers then dry hands. Do not touch surfaces with your bare hands after completing the hand-washing process. <p><i>When water and soap are not available, one may use an alcohol-based sanitiser. Sanitisers are not a replacement for soap and water but may act as an interim solution when options are limited.</i></p>	ICT/ Observation	<p>Students will report their findings and create posters to promote proper ways of keeping food safe.</p> <p>Students will discuss the importance of washing hands properly to keep foods from becoming contaminated with germs. They will be guided on proper hand washing techniques after viewing the video entitled "Wash Hand" https://www.youtube.com/watch?v=YAM4x3QrYH0. They will practise keeping their hands clean when handling food.</p> <p>Reflective question: What actions do I need to take to keep food safe?</p>	Observations reflect proficient use of the steps in healthy self-management skill, along with appropriate value/ virtue such as cleanliness, to prevent food contamination

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 3**Theme: Appropriate Eating and Fitness**

Module 2:

Good Health and Quality Living

Unit 1:

Physical Activity and Its Relation to Good Health

Learning Goals:

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

1. Understand the importance of physical activity and its relationship to good health and quality of living
2. Appreciate the importance of locomotor movements to improve health and wellness
3. Apply life skills during physical activity as part of safe behaviours for 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:**Do the Locomotion Safely!****Life Skills:**

Social: Communication

Cognitive: Critical thinking

Coping: Healthy Self-management

Values/Virtue:**Commitment, Discipline, Responsibility, 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"> • Show the difference between locomotor and non-locomotor movement • Explain how rules protect the safety of individuals during physical activity • Display good sportsmanship by following safety and game rules 	<p>Physical activity should be a part of daily life and involves the movement of body parts. Locomotion is another word for movement or action.</p> <p>Locomotor movements allow us to move from one point to another. Locomotor movements are primarily supported by the feet. Other body parts such as hands can support locomotor movements.</p> <p>Some locomotor movements are:</p> <ul style="list-style-type: none"> » walking » running » jumping » hopping » leaping » skipping » galloping » sliding 	Simulation	<p>Students will be guided through practising the locomotor movements in the video entitled “Locomotor and Non-locomotor Dance” https://www.youtube.com/watch?v=9d7XqJ2d6Fc.</p> <p>In groups, students will discuss the locomotor movements after which they will choose their favourite song and create dance movements based on locomotor activities– e.g. walking, hopping and sliding. Each group will perform their dance.</p> <p>Students will listen to a presentation by a resource person such as a Physical Education Teacher about safety rules when at play or engaging in physical activity. They then discuss the following scenario:</p>	Demonstrations reflect an accurate understanding of the locomotor vs non-locomotor movement

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
<ul style="list-style-type: none"> Demonstrate the ability to use healthy self-management skill to engage in locomotor activities to improve physical activity 	<p>Non-Locomotor A movement that a person performs while remaining in the same spot (for example: swinging, twisting, shaking, bending, stretching, wiggling while remaining stationary)</p> <p>Importance of being physically active Evidence shows that regular physical activity can:</p> <ul style="list-style-type: none"> » increase levels “good” cholesterol » lower high blood pressure » help to reduce weight » promote healthy blood sugar levels » promote bone density » boost the immune system » improve mood and reduce the chance of depression <p>Importance of locomotor movements</p> <ul style="list-style-type: none"> » Locomotor movements are important in the physical development of children. » Locomotor movements help children to be strong. » Locomotor movements help children to learn how to interact with others » Locomotor movements help children to be more independent. » Locomotor movements stimulate children mentally and physically 	<p>Case Scenario/ Discussion</p> <p>Game</p>	<p><i>Jinny, Dreamy and Sweeny were best friends since kindergarten. They loved school and they loved to play. They were always competing to see who was the best. Jinny and Sweeney loved to follow the rules but Dreamy loved to break them.</i></p> <p><i>One day they went swimming with their teacher, Miss Chan, during PE class. The class was reminded about the rules: “Only enter the pool with permission.” and “An adult must be with you at all times in the pool.” Shortly after arriving at the pool, Dreamy could not be found! They searched everywhere! Finally, someone saw the towel Dreamy was wrapped in by the poolside. Suddenly, Ms Chan noticed some bubbles on top of the water and dove in just in time to save Dreamy!</i></p> <p>Guiding questions:</p> <ol style="list-style-type: none"> How could what happened to Dreamy have been prevented by following the rules? What are some other safety rules that you follow during playtime or when exercising? Why is it important to follow safety rules during physical activity? <p>Teacher will clarify where necessary.</p> <p>Students will be engaged in different physical activity games or sports. They will be reminded of the rules of the game to be observed during play for adherence to safety to game rules.</p> <p>Reflective question:</p> <p>Why do I need to practise safety rules?</p>	<p>Students’ responses reflect a clear and accurate understanding of how rules protect the safety of individuals during physical activity</p> <p>Observations reflect good sportsmanship through the display of appropriate value/ virtue such as discipline or respect, in adhering to safety/ game rules</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>Developing locomotor movements Locomotor movements can be developed through playing games, with others or individually. When locomotor movements are avoided, children fail to develop well physically and are often delayed in their development.</p> <p>The rules of the game Rules ensure that all players are safe and treated fairly during games. They help us to resolve conflicts.</p> <p>Playing games helps students to develop discipline, which can be transferred to other areas such as obeying rules at school and home.</p> <p>Health Status Before participating in physical activities, we need to know whether we have a medical condition that may affect our ability to participate. We need to accept responsibility for our own safety.</p>	Project/ Journaling	Students will identify three locomotor activities they enjoy the most. They will commit to improving their physical activity by engaging in the selected locomotor activities for sixty minutes, three days per week. Students will create a video to show their involvement in the activities and journal about their experience and how it makes them feel.	Journal entries reflect effective use of healthy self-management skill, along with appropriate value/ virtue such as commitment to improving 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

Theme: Appropriate Eating and Fitness

Factors Influencing Eating and Fitness

What Influences My Eating and Fitness

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

1. Understand factors that influence eating and fitness
2. Appreciate the impact of socio-cultural factors on eating and physical activity
3. Apply appropriate skills to manage eating habits and physical activity

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

What Helps Me Decide How I Eat and Play

Social: Refusal

Cognitive: Decision making, Problem solving

Coping: Healthy Self-management

Commitment, Responsibility, 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>Factors that can influence eating and fitness</p> <ul style="list-style-type: none"> » easy access to food » routines/mealtime structures » cultural and social meanings » family and living situations » parents' financial resources » religion » peer pressure » knowledge of nutrition/ education » types of local foods <p>Steps to ensure healthy eating:</p> <ul style="list-style-type: none"> » take our own food when going to school or social gatherings » share what we know about eating healthily with others » read the ingredients of a food item before we eat » eat food only when we know what it is and how it was prepared » be aware of our food allergies 	Discussion/ Group	Students will listen to a presentation from a resource person such as a nurse, nutritionist or dietician about who and what influences what people eat and fitness habits. In groups, students observe food charts/posters and talk about foods they like to eat and dislike eating and why.	Discussion points reflect an accurate understanding of who and what influences their eating and fitness habits
<ul style="list-style-type: none"> Explain who and what influences their eating and fitness habits Reflect on their food choices Demonstrate social or cognitive skills to reject influences against good eating or fitness habits 		Journaling	<p>Teacher will use the following questions to guide discussion:</p> <ul style="list-style-type: none"> How do family beliefs or habits influence their eating and fitness? Who influences what you choose to eat? <p>Teacher will provide feedback and clarify where necessary.</p> <p>In groups, students will reflect in their journals on the following questions:</p> <ol style="list-style-type: none"> Why is it important for me to eat healthily? When and why have I made negative food choices? 	Journal entries reflect appropriate value/virtue such as responsibility

Objectives	Content	Strategy	Suggested Learning Activities	Assessment
		Creative Arts	<p>Teacher will provide feedback and referral where necessary.</p> <p>Students will write a story or draw a comic strip to show how they would respond in a situation where they were being tempted to practise poor eating or physical activity habits.</p> <p>OR</p> <p>Students will work in groups to create a drama piece, showing how they would reject negative influences when they are faced with situations that challenge healthy eating or fitness habits.</p>	<p>Creative pieces reflect effective use of problem solving, decision making or refusal skill, along with appropriate value/virtue such as wisdom or commitment</p>

THEME: APPROPRIATE EATING AND FITNESS

MODULE 4: SOURCING INFORMATION

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

GRADE 3
Theme: Appropriate Eating and Fitness

Sourcing Information

Eating and Fitness Information Sources

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

1. Understand the role of agencies that support appropriate eating and fitness
2. Appreciate the role of agencies that support appropriate eating and fitness
3. Display the ability to utilize resources within the community to protect their fitness

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

Finding More Information

Social: Advocacy

Cognitive: Critical thinking

Coping: Self-awareness

Appreciation, Education, 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 purpose of agencies that support appropriate eating and physical activity Justify the importance of the organizations that support healthy lifestyles Demonstrate the ability to use critical thinking skill to identify credible health resources 	<p>Sources Information about healthy eating and fitness can be found readily at: The Ministry of Health on their website https://www.moh.gov.jm/ The Regional Health Authorities through their websites and offices: Western Regional Health Authority http://www.wrha.gov.jm/ Northeast Regional Health Authority http://nerha.gov.jm/ South East Regional Health Authority http://www.serha.gov.jm/ Southern Regional Health Authority https://www.srha.gov.jm/</p> <ul style="list-style-type: none"> Clinics/Hospitals/Health Centres Television, radio, credible websites Magazines, newspapers and brochures School (teacher, library, resource centre) 	<p>Research / discussion</p> <p>Persuasive Writing</p>	<p>Students will research a list of entities that provide health information or organizations that support appropriate healthy eating and physical activity. A discussion about where to find information on health matters will follow and the function of each stakeholder.</p> <p>Students will choose one of the organisations and write about the importance of their role.</p> <p>Reflective question: Why is this organization important to me?</p> <p>Students will work together to host a symposium to educate the target audience about where to get accurate information about appropriate eating and fitness. Each group will be responsible for displaying information on different areas (e.g. food safety, physical health, physical activity etc.).</p>	<p>Discussion points indicate a clear and accurate understanding of the function of different agencies that support healthy eating and physical activity</p> <p>Students' work reflect appropriate value/virtue such as appreciation</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<ul style="list-style-type: none"> • Home (parent, family, community) • Health professionals (doctors, nurses, nutritionists, dieticians, and health educators) • International Health Organization(World Health Organization, UNICEF) <p>We need to assess the sources of information to ensure they are factual and reliable.</p> <ul style="list-style-type: none"> • Can you find information about the writer? • Is the information presented to sell a product or encourage healthy eating and physical activity? 	Research	With the help of their parents, students will research credible information on a health topic. They will work in groups to collect information on the topic that they can use to educate their peers. Using the information, they will create a pamphlet on the topic. They will share the information with the class.	Pamphlets reflect effective use of critical thinking skill along with appropriate value/ virtue such as education, to identify credible information

MANAGING THE ENVIRONMENT

MANAGING THE ENVIRONMENT – Grade 3 – TERM 3

REGIONAL STANDARDS	CORE OUTCOMES	MODULES	UNIT	TOPICS
RS ME1: Demonstrate 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 effect/ impact of individual actions on the environment. 	1. Maintaining My Environment	1. Biodiversity	<ul style="list-style-type: none"> • I Care about My Natural Environment • Jamaica's Biodiversity
RS ME2: Demonstrate 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"> • Our Changing Climate
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. Solid Waste Disposal	<ul style="list-style-type: none"> • R's for Life
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. Vector Control	<ul style="list-style-type: none"> • Vector Zappers
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. Jamaican Environmental Protection Agencies	<ul style="list-style-type: none"> • Finding Out More!

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 understand 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 3**Theme: Managing the Environment**

Module 1:

Maintaining My Environment

Unit 1:

Biodiversity

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 Jamaica's plants and animals
3. Apply life skills to protect endemic and endangered species

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 Care About My Natural Environment

Life Skills:

Social: Communication, Advocacy

Cognitive: Critical thinking, Creative thinking, Decision making

Coping: Healthy Self-management, Self-awareness

Values/Virtues:

Stewardship, Appreciation, 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"> • Explain how the natural environment can be affected by their actions • Defend the need for the protection of the natural environment • Display social skills through actions that support the protection of their natural environment 	<p>What is the natural environment The natural environment describes all living and non-living things that are formed naturally or formed without human interference.</p> <p>What makes up the natural environment</p> <ul style="list-style-type: none"> » air » soil » water » plants » animals » light <p>Our behaviour can either protect or destroy the natural environment. All life on earth depends on the natural environment. The natural</p>	ICT/Game/ Discussion	<p>Students will view the video entitled "Natural and Manmade Things" https://www.youtube.com/watch?v=RkHsBvjYRk they will subsequently play the game "I Spy" to identify items in their natural environment. A discussion about how their actions can affect the natural environment will follow, using these questions as a guide:</p> <ul style="list-style-type: none"> • What are some things that are a part of the natural environment? • What are some things that people do that can hurt the natural environment? • What are some things that people do that can help the natural environment? <p>Teacher will provide feedback and clarify where necessary.</p>	Discussion points reflect a clear and accurate understanding of how their actions can affect the environment

GRADE 3: Theme: Managing the Environment

Topic 2: Jamaica's Biodiversity

Life Skills: Social: Communication, Advocacy,
Cognitive: Critical thinking, Decision making, Problem solving
Coping: Self-awareness

Values/Virtues: Stewardship, Responsibility, Appreciation, 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 importance of biodiversity Explain why protecting endemic and endangered species is important Propose strategies to protect Jamaica's endemic and endangered species Demonstrate social skills to support preserving endemic and endangered species 	<p>What is Biodiversity Biodiversity describes the variety of life forms that exist in a particular habitat. This includes all species of plants and animals that exist.</p> <p>Humans are a part of biodiversity. Biodiversity plays an important role in keeping plants and animals alive and healthy. It affects every aspect of health, including the air we breathe, the foods we eat, water and other elements in the environment. It is a complex web where all members play a critical role and changing or removing one element of this web can result in negative consequences.</p> <p>The importance of biodiversity Protecting our biodiversity will result in having sufficient plants and animals to provide food and medicine. Plants are needed to provide oxygen for animals and humans to breathe. While animals and humans are needed to provide carbon dioxide for plants to breathe.</p> <p>Jamaica's Biodiversity: Jamaica's biodiversity includes the highest number of endemic species of birds and plants of any Caribbean island. This means they are found nowhere else in the world.</p>	<p>Field Work/ Discussions</p> <p>Story/ Discussion Class project/</p>	<p>Students will watch the video entitled "What is Biodiversity and its Importance" https://www.youtube.com/watch?v=ErATB1aMiSU and discuss their understanding of biodiversity. Students will then be guided on a field trip in their schoolyard. They will make a list of animals and plants that contribute to the biodiversity of their school compound. Students will then discuss:</p> <ul style="list-style-type: none"> What are some plants and animals that are a part of our biodiversity? How do plants and animals depend on each other? Why is biodiversity important? What will happen if we completely remove one of these species from our environment? <p>Teacher will provide feedback and clarify where necessary.</p> <p>Students will be placed in groups to look at pictures of several of Jamaica's endemic species from the booklet entitled "Jamaica's Wildlife Treasures" from the National Environment and Planning Agency (https://www.nepa.gov.jm/new/services_products/subsites/student/docs/species-booklet.pdf). Each group will be assigned a different species of animal or plant and students will read the description and importance of the species. They will discuss the following questions:</p> <ol style="list-style-type: none"> What is the importance of this species? What could happen if this species becomes 	<p>Discussion points indicate a clear and accurate understanding of the importance of biodiversity</p> <p>Discussion points reflect an accurate and clear understanding of the importance of protecting endemic and endangered species</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 3**Theme: Managing the Environment**

Module 2:

Environmental Threats

Unit 1:

Threats to Sustainable Development

Learning Goals:

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

1. Understand the importance of maintaining a healthy environment
2. Appreciate the contribution of a healthy environment to the well-being of individuals
3. Apply social skills in preventing climate change

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:**Our Changing Climate****Life Skills:**

Social: Communication, Advocacy

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

Coping: Healthy Self-management, Self-awareness

Values/Virtues:**Stewardship, Appreciation, 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"> • Explain what causes climate change • Initiate actions to reduce their contribution to climate change • Advocate for persons to take personal responsibility to prevent climate change 	<p>Our Climate The climate of a country refers to the average weather condition over many years. Jamaica's climate is described as tropical which means there is a wet season and a dry season. The Caribbean has a tropical climate.</p> <p>Climate Change Climate change describes the changes that have taken place in weather patterns over time because of different pollutants. Carbon dioxide is the main pollutant involved in climate change. Jamaica and other parts of the world now experience hotter days, greater rainfall and stronger winds, stronger hurricanes, storms and greater flooding.</p>	Video/ Discussion	<p>Students will view the video entitled "Climate Change" https://www.youtube.com/watch?v=ko6GNA58YOA. They will discuss what causes climate change.</p> <p>Teacher will use the following questions to guide students:</p> <ul style="list-style-type: none"> • What causes climate change? • What are some ways in which the climate changes? <p>Teacher will provide feedback and clarify where necessary.</p> <p><i>Note to teacher: explain that Co₂ is the same as carbon dioxide.</i></p>	Students' responses indicate clear and accurate understanding of the causes of climate change

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria										
	<p>Some activities that cause climate change:</p> <ul style="list-style-type: none"> » burning of garbage » improper disposal of garbage » pollution » cutting down trees <p>Climate change prevention and reduction</p> <p>We can prevent or minimize climate change by reducing the actions that produce carbon dioxide and using less overall:</p> <ul style="list-style-type: none"> » use less water -- turn off taps properly and fix leaks. » use less energy -- turn off lights and unplug electronics when not in use. » plant trees -- plants reduce carbon dioxide and provide oxygen. » avoid open burning 	Campaign/ Creative Expression	<p>In groups, students will select and discuss one activity they engage in at home, church, school, or in their communities, that contributes to climate change. They will brainstorm steps they can take to prevent or reduce the contribution of that activity to climate change. Students will carry out their action plans. They will document the progress by taking pictures and/or videos where possible, and report on the progress, success/results/impact of their project.</p> <p>Guiding questions:</p> <ul style="list-style-type: none"> • What do I do and what do other people do that help to cause climate change? • What can they/I do differently to avoid contributing to climate change? • What will I be doing to avoid/stop/prevent (the action that causes climate change)? <p>Sample action plan:</p> <table border="1"> <thead> <tr> <th>Where</th><th>Action that causes climate change</th><th>What can be done to stop or reduce this activity</th><th>Who should do it?</th><th>When? How often?</th></tr> </thead> <tbody> <tr> <td>Home</td><td>Burning of garbage</td><td>Packaging trash for disposal or reuse what can be reused</td><td>All family members</td><td>Bag trash every day and dispose of it once per week</td></tr> </tbody> </table> <p>Report/Results: We have less flies and the air is cleaner</p>	Where	Action that causes climate change	What can be done to stop or reduce this activity	Who should do it?	When? How often?	Home	Burning of garbage	Packaging trash for disposal or reuse what can be reused	All family members	Bag trash every day and dispose of it once per week	<p>Action plans and reports reflect accurate strategies that can be taken to prevent climate change; display of appropriate value/virtue such as appreciation or stewardship and self-awareness in identifying actions they can take to reduce their contribution to climate change</p>
Where	Action that causes climate change	What can be done to stop or reduce this activity	Who should do it?	When? How often?										
Home	Burning of garbage	Packaging trash for disposal or reuse what can be reused	All family members	Bag trash every day and dispose of it once per week										

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
			<p>In groups, students will create short jingles, posters, flyers and other materials as part of a campaign to encourage people to take action to guard against climate change. They will distribute their materials at home, school and in their community. Jingles can be sung at school devotion.</p> <p>Jingles can be sung to uplifting music such as: “Happy Dance Music Video for Kids” https://www.youtube.com/watch?v=5e_7LdSK3HM</p> <p>“Whistling Happy Background Music for Kids” https://www.youtube.com/watch?v=QwSquRioZ7E</p> <p>Teacher will use the following question to guide students' reflection:</p> <p>How can I prevent climate change?</p>	<p>Creative pieces reflect effective use of advocacy skill, along with appropriate value/ virtue such as responsibility to promote climate change prevention methods</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 3**Theme: Managing the Environment**

Module 3:

Health and Wealth

Unit 1:

Solid Waste Disposal

Learning Goals:

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

1. Understand the importance of proper solid waste disposal
2. Appreciate that a healthy environment contributes to the health and well-being of individuals
3. Apply life skills in caring for 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:**Rs for Life****Life Skills:**

Social: Advocacy

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

Coping: Healthy Self-management

Values/Virtues:**Appreciation, Consideration, 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">• Examine ways in which solid waste can be managed to reduce environmental pollution• Practise reusing materials to reduce pollution• Demonstrate the ability to use cognitive skills to address improper solid waste disposal	<p>Environmental Stewardship Environmental stewardship refers to protecting the environment by taking care of our air, land and water. Our ecosystem -- forests, watersheds, coral reefs and wetlands -- within our protected areas are all interconnected.</p> <p>To protect our communities, we need to:</p> <ul style="list-style-type: none">» Handle our waste properly; put garbage in proper containers.» Keep our homes and schools safe and healthy» Use less water (turn off taps when water is not in use; take shorter showers; don't leave the pipe running when brushing your teeth)» Use less energy (turn off lights when not in use; use natural light)	ICT/ Discussion/ Field Trip/ Presentation	<p>Students will discuss the meaning of the term solid waste, then watch the video, "The Three Rs- Recycle, Reuse and Reduce" https://www.youtube.com/watch?v=wtoeZ9Nkeqk. Students will discuss ways in which solid waste can be managed to reduce pollution. In groups, students will tour their school compound and record the types of waste they find and note them in the appropriate category: "Recyclable" "Reusable" "Reducible". Students will report their findings to the class.</p> <p>Sample report log</p> <table><tr><th>Item</th><th>Recyclable</th><th>Reusable</th><th>Reducible</th></tr><tr><td>plastic bottle</td><td></td><td></td><td></td></tr><tr><td>book leaf</td><td></td><td></td><td></td></tr></table>	Item	Recyclable	Reusable	Reducible	plastic bottle				book leaf				Students' responses reflect a clear and accurate understanding of ways in which solid waste can be managed to reduce environmental pollution
Item	Recyclable	Reusable	Reducible													
plastic bottle																
book leaf																

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>whenever possible; ask parents to replace regular bulbs with energy-saving ones; don't leave the refrigerator door open; turn off the radio/TV when not in use; unplug all items not in use)</p> <p>Ways to manage solid waste Solid waste describes any item that is discarded, thrown away or abandoned. Solid waste can be managed by using the "Three Rs"</p> <p>Recycle: Instead of throwing something away, turn it into something else or give it to a company which can use it to make something else. Recycle plastic bottles.</p> <p>Reuse: Use old containers or items for the same purpose again, or for another purpose; e.g. food containers from the supermarket can be used to store pencils/ crayons.</p> <p>Reduce: Prevent or decrease how much waste we generate and how much is thrown away. For example, we can use sponges or cloths to clean up messes instead of paper towels; choose drinks in glass bottles which can be returned; write on both sides of the paper.</p>	<p>Project</p> <p>Project</p>	<p>Teacher will provide feedback and clarify where necessary.</p> <p>Students will identify items at home that can be reused for different purposes. For example, tins or bottles that can be used to store toys or paper that can be used for arts and crafts. They will reuse the items and take them for 'Show and Tell' at school. They will share how they feel about reusing the items to minimize pollution of the environment.</p> <p>In groups, students will make labels for bins that will be used for recycling and reusing. Students will have a relay race to place the items in the correct bin. The class will then identify two major sources of garbage in their class or their school. They will decide which of the "Three R's" to use to address the problem.</p> <p>Students will carry out their action plan (over time if necessary). They will document with videos in their journals or portfolios and share their progress to consistently practise the 3Rs. They will also monitor and report on the behaviours of their peers.</p>	<p>Presentations reflect 'Reuse' in the 3Rs and display of appropriate value/ virtue such as consideration or appreciation</p> <p>Progress reports and artefacts reflect proficient use of creative thinking or problem solving skill, along with appropriate value/ virtue such as cleanliness or stewardship, to address improper solid waste disposal</p>

THEME: MANAGING THE ENVIRONMENT**MODULE 4: SUSTAINING THE ENVIRONMENT**

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

About the Module

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

Key Skills

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

GUIDANCE FOR THE TEACHER

1. Teachers should be sensitive to students' responses and reactions and recognize triggers and patterns.
2. Students should ONLY be allowed to demonstrate positive behaviours i.e. where negative behaviours are depicted in role plays, dramatization or similar activities, students MUST culminate with a demonstration of positive behaviours.
3. 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 3**Theme: Managing the Environment**

Module 4:

Sustaining the Environment

Unit 1:

Vector Control

Learning Goals:

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

1. Understand the relationship between vectors and an unhealthy environment
2. Appreciate the need to keep the environment free from mosquitos
3. Demonstrate life skills to support keeping their environment healthy

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 Zappers****Life Skills:**

Social: Communication, Advocacy

Cognitive: Decision making, Problem solving, Creative thinking

Coping: Healthy Self-management, Self-awareness

Values/Virtues:**Responsibility, Care, Respect, Cleanliness, 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"> • Explain how to prevent the spread of mosquitos • Show willingness to keep their home environment free from vectors • Demonstrate social or cognitive skills to support reducing vectors in their school community 	<p>Vectors are living organisms that can pass on a disease from animals to humans or from humans to animals. Disease vectors include mosquitoes, ticks, flies, sand flies, fleas, and some rats.</p> <p>Rats help to spread diseases such as leptospirosis. Flies also help to spread harmful germs that cause infections and diseases. There are several types of mosquitoes that cause diseases, such as Aedes Aegypti, which causes Chikungunya, Zika, YellowFever and Dengue Fever.</p> <p>The Aedes Anopheles causes Malaria, sand flies and ticks also cause fever; fleas cause plague and rats cause leptospirosis.</p> <p>Aedes Aegypti Mosquito FACTS:</p> <ul style="list-style-type: none"> • Lives in and around where 	<p>Interviewing/ Game</p> <p>Journaling</p>	<p>Students will go around the class and interview at least two persons on the topics of mosquito prevention. Students will share what they know about ways to prevent mosquitos from breeding and report back to the class.</p> <p>Teacher will use the responses from the students to create a 'True or False' game. Students will listen to each statement and indicate whether the method of prevention stated is true or false.</p> <p>Students will review strategies to prevent mosquitos from breeding and identify which actions they will take in their homes to prevent or eradicate breeding sites. In their journals, students will record the actions they have taken and share how these actions have helped to reduce or prevent mosquitos from breeding in their homes. Students can include pictures of their activities.</p>	<p>Students' responses indicate a clear and accurate understanding of how to prevent the spread of mosquitos</p> <p>Journal entries reflect a willingness to keep their environment free from vectors and appropriate value/virtue such as cleanliness</p>

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	<p>humans dwell</p> <ul style="list-style-type: none"> • 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 (150 to 400m) <p>All mosquitos need water to complete their life cycle</p> <p>We can prevent vectors by:</p> <ul style="list-style-type: none"> » keeping surroundings clean » putting holes in containers before disposing of them » putting a mesh over beds, windows and doors » doing a patrol of homes, schools and communities to ensure that they are free from mosquito breeding sites » keep outdoors free from overgrown bush to prevent the breeding of mosquitos and rats » keep fragrant herbs (e.g. fever grass, lemon grass, rosemary indoors and outdoors) » wash vases and dish drainers once per week to get » keep garbage covered » dispose of garbage frequently 	<p>School tour/ Action plan</p>	<p>Reflective question: How do I contribute to the breeding of mosquitos in my community?</p> <p>Students will view three videos “Zika Virus Destroy Mosquito Breeding Sites” https://www.youtube.com/watch?v=JDLDDJa88E0 “Mosquito Breeding Prevention” https://www.youtube.com/watch?v=o8s4AvWCM_c&t=3s and “How to Keep Rats and Mice Away” https://www.youtube.com/watch?v=fFfB1O2Un2o</p> <p>Students will then go on a guided vector patrol with their teacher around the school to identify mosquito breeding sites and other factors that can cause the breeding of flies and rats. They will mark the sites on a map which they will create. Students will then share their findings in a letter to their principal proposing steps to be taken to eradicate the vectors.</p> <p>Teacher will use the following question to guide students:</p> <p>How can vectors be reduced or eliminated?</p> <p>Note to teacher: Rats and mice cause deadly diseases. Students must never be allowed to handle any objects in any area where it is suspected that mice or rats are. Students should be wearing gloves and protective gear on the patrol.</p>	<p>Letter and action plan reflect proficient use of creative thinking or problem solving skill along with appropriate value/virtue such as responsibility or cleanliness to support reducing vectors</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 3**Theme: Managing the Environment**

Module 5:

Sources of Information

Unit 1:

Jamaican Environmental Protection Agencies

Learning Goals:

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

1. Understand the role of environmental agencies
2. Appreciate the need for protecting the environment
3. Demonstrate social skills to support utilizing resources within the community to protect 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:

Finding out More!

Life Skills:

Social: Communication Advocacy

Cognitive: Critical thinking, Creative thinking, Problem solving

Coping: Healthy Self-management

Values/Virtues:

Appreciation, Respect, Obedience, 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"> • Examine the purpose of environmental stakeholders • Express appreciation for organisations that protect the natural environment • Advocate for adherence to environmental laws 	<p>Importance of accessing environmental information The birth of a sustainable environment begins with learning about the environment. There are many laws, policies and agencies that protect the environment. The more people know about environmental laws and where to get credible information about the environment, the easier it will be to ensure that a healthy natural environment exists for future generations.</p> <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 	Research/ Discussion	<p>Students will listen to information about the purpose of environmental stakeholders compiled from The National Environment and Planning Agency's "Students' Resource Centre" http://nepa.gov.jm/new/services_products/subsites/student/index.php.</p> <p>A discussion will follow about the purpose of different environmental stakeholders such as the National Environment and Planning Agency (NEPA), The National Solid Waste Management Authority (NSWMA) the Forestry Department etc.</p> <p>Teacher will use the following questions to guide students:</p> <ul style="list-style-type: none"> • What does this organization/agency do to help protect the environment? • Where can they be found? • How can they be contacted? 	Discussion points reflect a clear and accurate understanding of the purpose of environmental stakeholders

Objectives	Points to Note/Guidance to Teacher	Strategy	Suggested Learning Activities	Assessment Criteria
	» Natural Resource Conservation Authority » National Solid Waste Management Authority (NSWA) Some environmental laws include: » The Convention on Biological Diversity » United Nations Convention on the Laws of the Sea » The Cartagena Convention » Wild Life Protection Act » Beach Control Act » Clean Air Act » Endangered Species Act » Fishing Industry Act » National Solid Waste Management Act » Natural Resources Conservation Authority Act	ICT/ Discussion Creative Arts	Teacher will provide feedback and clarify where necessary. Students will watch the video of the news clip 'NEPA Calls For Public To Identify Men In The Crocodile Killing Videos News CVMTV': https://www.youtube.com/watch?v=ij44CYfSpp4 or "Audio Slideshow: Do Not Slash and Burn" https://www.youtube.com/watch?v=5Y6wE6VGd4I . Students will share how they feel about what took place in the news item and why they think it is important to have environmental agencies that protect the environment. Students will work in groups to prepare a speech, poster or dub poem promoting observance of environmental laws to protect the natural environment. Teacher will use the following question to guide students: How do environmental laws help? Teacher will provide feedback and clarify where necessary.	Students' responses reflect appropriate value/ virtue such as appreciation Creative pieces reflect proficiency in advocating for adherence to environmental laws as well as appropriate value/virtue such as obedience

SAMPLE LESSONS

NAME:	Subject: Health & Family Life Education
Date:	Grade: 3
Theme: Appropriate Eating and Fitness	Topic: You are what you eat!
Duration: 2 sessions	
General Objective: Understand that eating healthy will reduce risk factors associated with chronic diseases	
Value: Self-control	
Dominant Life Skill: Healthy Self-management	
<p>Specific Objectives: At the end of the lesson students should be able to:</p> <p>Knowledge: Compare the amount of fats, sugars and salt in food products.</p> <p>Attitude: Practise self-control when selecting foods for snacking.</p> <p>Skill: Demonstrate healthy self-management in selecting healthy snacks in a manner that shows self-control.</p>	
<p>Content Summary: Review from the previous lesson: <i>Types of Healthy Foods for Snacking: All fruits and vegetables, dairy foods (not for the lactose intolerant) and water.</i> <i>Types of Unhealthy Foods for Snacking (Junk Food): Sweets, Processed foods such as potato chips and “Cheese Trix”, fries, burgers, pizza and ice cream, etc.</i></p> <p>Effects of Snacking on Healthy Foods: Helps with weight control ♦ Fights illnesses and diseases ♦ Boosts energy ♦ It improves your mood (make you feel better about yourself) ♦ Longer life ♦ Helps growth and development</p> <p>Effects of Snacking continuously on Unhealthy Foods: Increase weight which can lead to obesity ♦ May cause illnesses and diseases such as tooth decay and diabetes ♦ Poor nutrition for your body which prevents proper growth and development ♦ Lack of energy</p> <p>The value self - control means to restrain oneself from doing something negative and rather make a positive choice instead.</p> <p>Healthy Self-management steps:</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: HFLE Curriculum Guide, Pictures of Various Foods, Real Models of Foods, YouTube Video and Checklist	
<p>Engagement: Students will play the memory game “I went to the market”. Students will be placed in a circle. The teacher will start the game by saying “I went to the market and I bought apples and bananas.” Going clockwise, the student standing next to the teacher will continue by repeating what was said and adding two more items in alphabetical order, for example, carrots and dasheen.</p> <p>The game will continue with each student repeating all the items in alphabetical order and adding two more in the same manner.</p> <p>If a student is unable to repeat all items in alphabetical order, he/she will be removed from the game.</p> <p>If a student is unable to provide at least one healthy item when it is his/her turn, he/she will be removed from the game.</p> <p>The last student standing is the winner of the game.</p> <p>Teacher will introduce the topic of the lesson, the value and life skill. They will then read the problem statement: More children are becoming sick because of what they choose to eat. They will share what they think about the statement.</p> <p>Students will state four rules that must be observed in HFLE class.</p>	

Exploration:

- ▶ Students will be asked to take the nutritional label of some of their favourite snacks to school. Using the food labels, they will identify and record the amount of sugar, fat and sodium (salt) found in each product. They will share which product(s) they think is the healthiest to eat based on their findings.
- ▶ Students will watch the video and sing along to the 'Healthy Food vs Junk Food Song': <https://www.youtube.com/watch?v=fE8lezHs19s>
- ▶ Students will then answer the question: What do you think self-control means?
- ▶ They will watch the video about self-control and follow the instructions as they go along: <https://www.youtube.com/watch?v=esAUQW8w1Ww>
- ▶ Students will answer the following **Reflective Questions**:
 1. How can my food choices affect me?
 2. How can I practise self-control when eating?

Explanation- Life Skills Development Stage:

- ▶ Students will observe two picture stories that are displayed on the chalkboard. Teacher will show a poster with the steps of 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.
- ▶ For each picture story, the children will identify the behaviour that was first displayed and then state what happened as a result of this behaviour. They will share the behaviour that they would choose to be healthy.

Unhealthy Choice



Behaviour



Consequence

Healthy Choice



Behaviour



Consequence

Elaboration: In small groups, students will be asked to practice healthy self-management skill that shows self-control by doing the following:

Students will work in groups to purchase healthy snacks from a mock shop with a menu of healthy and unhealthy snack options. Each group will state the consequences of eating each snack being considered for purchase and then make their choice.

Teacher will use the following question to guide students:

1. To which food group does the snack belong?
2. Does the snack contain too much fat, sugar or salt?

Students will then answer the following reflective question in their journal:

1. ***Why is it important for me to eat healthy foods instead of junk foods?***

Evaluation: Students will be placed into pairs. Each pair will receive a checklist to observe how their partner uses healthy self-management and self-control when snacking at break-time. The observation will be conducted for one week as students make a daily record. Students will present their reports on each other during the next session. They will be asked to provide reasons for their food choices. Students who practised healthy self-management and self-control by selecting healthy food choices for the week will be awarded a healthy snack.

Healthy Food Choice Checklist

Instructions: Watch your partner for one week and write the name of snack he or she eats at break time. Place a tick under the column to state whether the snack was healthy or unhealthy.

Name of Student:

Day	Name of Snack	Healthy	Unhealthy
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Assessment Questions:

Were students able to:-

1. Accurately compare the amount of fats, sugars and salt in food products?
2. Competently practice self-control when selecting foods for snacking?
3. Proficiently demonstrate the steps of healthy self-management skill when selecting foods for snacking in a manner that shows self-control?

Teacher's Evaluation of the Lesson:

Theme: Appropriate Eating and Fitness	Subject: Health & Family Life Education
Topic: Caution: Road Safety!	Grade: 3
Subtopic: Road Safety Starts With Me!	
Duration: 2 sessions	
General Objective: By the end of the lesson students will demonstrate an appreciation for the importance of Road Safety	
Value: Caution	
Dominant Life Skill: Decision making	
<p>Specific Objectives: At the end of the lesson students should be able to:</p> <p>Knowledge: Explain at least two (2) ways they will keep themselves safe when using the road.</p> <p>Attitude: Encourage their peers to cautiously practise road safety.</p> <p>Skill: Demonstrate decision making skill to support personal safety during road use in a manner that promotes caution.</p>	
<p>Content Summary: Road Safety Refers to actions that everyone who uses the road can take to ensure that roads are used in a way that minimizes the risk of harm or death to everyone who uses roads.</p> <p>Children and road use Children who have not yet acquired the skills to navigate roadways safely must never be allowed to use the road alone as this may lead to injury or death. Children need to be made aware of the dangers that can be caused by motor vehicles and other forms of transportation, machines or objects that are often found on roads as well as the fact that they are not able to control the movement of vehicles and must be alert at all times when using the road.</p> <p>Road safety tips</p> <ul style="list-style-type: none"> ▶ Never use electronic devices or play while using the road ▶ Always use available pedestrian walkways when they are available, otherwise find the safest spot to cross the road. ▶ Never cross the road without ensuring that vehicles are not in sight. ▶ Always wear light coloured clothing when using the streets at night <p>Definition of Caution: Care taken to avoid danger or mistakes. For example, when children and other road users choose to look left, right and left again to ensure that the road is free from moving vehicles before crossing the road.</p> <p>Steps in Decision making skill (SODA Model):</p> <ul style="list-style-type: none"> • S – state the problem • O- options (weigh options and consequences) • D – decide • A – act upon your decision 	
Resources: HFLE Curriculum Guide, Life Skill Chart, Resource Person (if needed), Model of Road, Photo (of a child using the road)	

Engagement:

- ▶ Students will be engaged in the game called “Atoms” in which they will be required to place themselves in groups of randomly assigned numbers. (for example “groups of 3).
- ▶ Four rounds of the game will be played and in the final round, students will place themselves in “groups of one” and then sit.
- ▶ Teacher will then state the topic of the lesson, the value (caution) and life skill (decision making). Students will then state three rules to be observed during the span of the lesson.
- ▶ Students will read the problem statement and share how they feel about it: **Sadly, every day while using the road, children are hurt or injured.**

Exploration:

- ▶ Students will be engaged in a discussion about how to keep themselves safe when using the road.
- ▶ They will then be guided by the teacher or resource person on how to use the road safely, using a section of the schoolyard designated as “the street”. They will be guided how to cross the road, what to do when an item in their hand falls while using the road and other road safety habits to practise.
- ▶ During the demonstration, they will be taught what to do when they see certain road safety features such as stoplights, pedestrian crossings and certain road safety signs.
- ▶ Students will subsequently work in groups of 3 or 4 to share what they can do to keep themselves safe when using the road. Each group will share their response with the class by explaining two actions they can take to help keep themselves safe when using the road.
- ▶ Students will then view the sign below and explain what they would do if they see the sign. They will use their dictionaries to look up the meaning for clarification.

**Reflective Question:**

1. How can I show caution when using the road?

Explanation - Life Skill Development Activity:

Students will be introduced to the steps in decision making skill: SODA model:

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

The steps will be displayed on a chart. Students will then engage in the activity called “123 S” in which each group will be assigned “S, O, D or A”

- ▶ The teacher or designated student leader will say “123 S” “ 123 O” etc until SODA is spelt out. The group with the corresponding letter will respond by relating what their letter stands for”
- ▶ As a class students will view the photo of a person misusing the road:
- ▶ Each group will contribute to the discussion based on the letter that they were previously assigned: The group with “S” will state the problem or situation. The group with “O” will give the options etc.
- ▶ Students will then be placed in pairs to encourage their peers to use the road cautiously and explain why this is important.

Image:



Image credit: Cnet Magazine

Elaboration:

Students will be placed in groups and given practical scenarios to show how they would use road safety principles in each situation. Examples:

- ▶ The ball is in the road because you accidentally threw it over the fence
- ▶ You are walking with your friends and you need to cross the street on a road with a lot of traffic
- ▶ Your uncle rides a bike and is going to take you to school
- ▶ You are travelling in a car to school

At the end of each presentation the other students will be asked:

Did this group use Decision making skill appropriately? Why?

Each group will use the checklist below to decide if all the steps in the life skill were used

Steps in Decision Making Skill (SODA)	Yes	No
▶ <i>S – state the problem/situation</i>		
▶ <i>O- options (weigh options and consequences)</i>		
▶ <i>D – decide</i>		
▶ <i>A – act upon your decision</i>		
▶ Caution was used		

Evaluation:

- The class will work together to create a chart called 'How Road Safe Am I?' featuring road safety tips to which they were previously exposed.
- The tips will be converted into a road safety checklist which will be duplicated and pasted into their journals.
- They will use the checklist to monitor their road safety practices. Students will share their experiences.
- Students will journal: How can I use the road with caution? How can I use decision making skill to keep me safe on the road?
- At the end of two weeks, students will share their experiences with the class. Each group will choose one member to state how they used SODA to use the road with caution.

Sample Checklist

Day	Tip	Tip was used	Tip was not used	Not Applicable
Monday	Use pedestrian crossing		✓	
Tuesday	Wear bright coloured clothing when using the road at night	✓		

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

1. Accurately explain at least two ways of keeping safe while using the road?
2. Effectively encourage their peers to use the road cautiously?
3. Proficiently use the steps of decision-making skill to apply caution when using the road?

Teacher's Evaluation of the Lesson:

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.

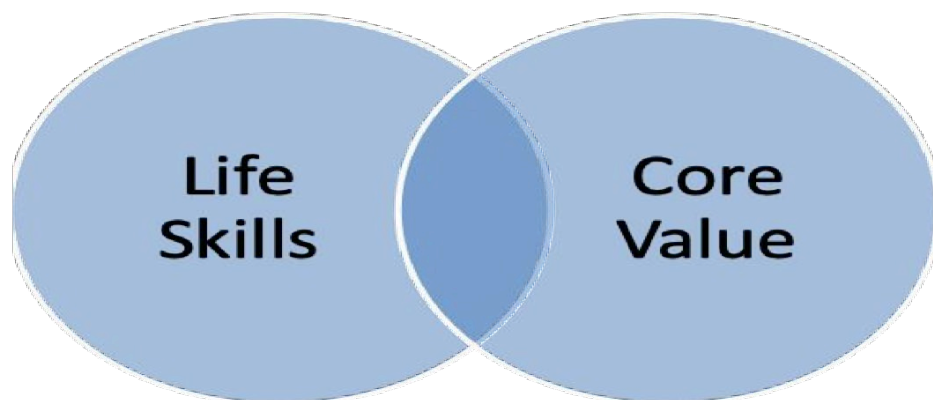
As students begin to prepare to choose their career path as a major requirement for specialization at the upper secondary level, they should be more aware of expected codes of context beyond the boundaries of school. To influence continuity in focusing on values and attitudes, ethical lenses are presented 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
<p>Understanding Self</p> <ul style="list-style-type: none"> • Coping with risks and adversity • Diversity among Caribbean people 	<ul style="list-style-type: none"> • Respect for self and others <ul style="list-style-type: none"> • Persevering to • Cooperating to complete assigned tasks/duties • Community spirit • Participation in wholesome community activities • Caring for self and caring about others • Fairness in dealing with others • Democracy in making decisions • Dependable/ • Reliable in keeping promises • Honesty in getting & giving information • Loyalty to a “right” cause • Open-minded when exposed to a new idea • Creativity in solving problems • Innovative use of limited resources • Optimistic when required to change • Nurturing talents and gifts 	<p>Identify core values that are normally observed and/or ignored</p>	<ol style="list-style-type: none"> 1. What does my behaviour (thought or feeling or action) say about me? 2. Why should I change or keep behaving as I normally do? 3. How do I know that I am improving or behaving better? 4. What do others have to say about me and why? 5. What will I do to continue to improve and/or excel? 6. How does my conduct show that I am ethical? 7. How spiritually mature am I? <p>Methodology</p> <ul style="list-style-type: none"> • Affirming others – sharing commendable qualities that are seen in others • Portfolio of artefacts as evidence of efforts to change or 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 from 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)

REFERENCES

- Berk, L.B. (2004). Development Through the Lifespan, 3rd Edition. USA: Pearson Education Inc.
- Caribbean Examinations Council (2010). Social Studies Syllabus. Kingston, Jamaica: Ian Randle Publishers.
- Collins Student Dictionary for the Caribbean (2006) Glasgow, Great Britain: HarperCollins Publishers.
- Grayson, S.C. and Mervyn C. Sandy (2000). Social Studies Essentials. Jamaica: Carlong Publishers Limited.
- Macionis, J. and Ken Plummer (1997). Sociology: A Global Introduction. Essex, England: Prentice Hall.
- McLean I. and Alistair McMillan (2003). Oxford Concise Dictionary of Politics. Great Britain: Oxford University Press.
- O'Donnell, G. (1994). Sociology Today. Great Britain, UK: Cambridge University Press.
- Ramsawak, R. and Ralph R. Umraw (2009). Modules in Social Studies with SBA Guide, New Edition. Trinidad: Caribbean Education Publishers.

Endnotes

- ¹ Discrimination (2012) In Oxford Dictionaries online. Retrieved from <http://oxforddictionaries.com/definition/english/discrimination?q=discrimination>
- ² Gender (2012) In Merriam-Webster Dictionary online. Retrieved from <http://www.merriam-webster.com/dictionary/gender>
- Gender (2012) In Oxford Dictionaries online. Retrieved from <http://oxforddictionaries.com/definition/english/gender?q=gender>
- ³ Human Right (2012) In Oxford Dictionaries online. Retrieved from <http://oxforddictionaries.com/definition/english/human%2Bright?q=human+right>